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ABSTRACT

This description of the development and evaluation of a model training curriculum is part of a series of three documents which together constitute a guide to the training of the Bilingual-Bicultural Child Development Associate (CDA) trainer. The introduction focuses on the objectives, background and philosophy of the Texas Bilingual-Bicultural CDA Trainer Program. The first section reports on the implementation process during the second year (October 1977 to August 1978), touching on aspects of program administration, recruitment, training, and roles and responsibilities of the staff and trainees. Also described: implementation of the curriculum, integration of academic and field experiences; awarding of credit, and the proposed degree plan. The second section describes student, faculty, and students' employers' evaluations of the program. Copies of evaluation forms are attached. The appendix includes copies of various forms and agreements used in the training program. (CM)

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ED167271

a model curriculum

for Preparation of Bilingual-Bicultural Trainers for Child Development Associates

PART 1 DEVELOPMENT

BEST COPY AVAILABLE

CONTRIBUTORS

Pat Herron
Barbara J. Langham
Sister Marie Andre' Walsh, IHM
Martin O. Hotvedt
E. Caroline Carroll
Candelario Huerta
Arturo Gil

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Texas Department of Community Affairs, Early Childhood Development Division, Post Office Box 13166, Capitol Station, Austin, Texas 78711.
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PREFACE

Better care for young children begins with better training for child care staff. This belief led the Early Childhood Development Division of the Texas Department of Community Affairs to initiate the Child Development Associate (CDA) Pilot Project in Texas. This project addressed the training needs of child care personnel. CDA's performance-based training proved an effective way to meet these needs.

The experience of administering and implementing the CDA Pilot Program in Texas reinforced the Division's belief that adults who worked with children from Spanish-speaking homes or whose parents were of Hispanic descent needed additional skills to better serve these families. Because of the training needs of those special child care workers, the Division was awarded a contract to develop the Bilingual-Bicultural CDA Trainers model for the Office of the Head Start Strategy for Spanish-speaking children, Administration for Children, Youth and Families, under the direction of Ms. Soledad Arenas. We express our gratitude and appreciation to Ms. Arenas and her staff, to the student trainers who participated in a constantly evolving program, to the supervisors and agencies from which the students were selected, and to the training site directors for the use of their facilities and for staff to perform the field-based internships.

Our appreciation for the untiring efforts and dedication of the faculties of Juarez-Lincoln University and St. Edward's University during the two years of this project.

A very special thanks to the members of the Advisory Board Committee to the project who gave their time and invaluable expertise to this project.

A most special mention of appreciation to my staff for their fine work, particularly to Arturo Gil and Caroline Carroll whose teamwork helped to insure the success of this program. Other members of my staff who also made significant contributions to the project include Bruce Esterline, Karen Bordelon, Pat Black, Pat Herron, Bob Cavendish, Doyal Pinkard, Ed Jarvis, Addie Crayton, Peggy Tovar, and Debra Keith.

We sincerely hope that the combined efforts of all of the individuals involved in this project will culminate in achieving our common purpose--to provide child care givers the very best training for working with our most important resource, our children.

Sincerely,

Jeannette Watson

Jeannette Watson (Mrs.)
Director
Early Childhood Development Division

OVERVIEW

These three books together constitute a guide to the training of the Bilingual-Bicultural CDA Trainer. Although presented as three separate volumes entitled "Development", "Academics" and "Field Supervisor's Handbook", each represents an essential part of the program design. The thoughtful reader and prospective user will recognize the overlap and integration of the three components.

We have attempted to use non-ethnic and non-sexist graphics in order that a variety of groups will feel comfortable in adapting this model to their own needs. These graphics were designed by Ronnie Welch.

A special note of thanks is extended to Jeannette Watson, Director, Early Childhood Development Division, Texas Department of Community Affairs, for her advice and encouragement to this program from its earliest days.

This project was conducted under grant number HEW 105-76-1138, Administration on Children, Youth and Families, OHDA/DHEW.

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The credit belongs to the man who is actually in the arena - whose face is marred by dust and sweat and blood - who knows the great enthusiasms, the great devotions, and spends himself in a worthy cause - who at best, if he wins, knows the thrills of high achievement and if he fails, at least fails while daring greatly so that his place shall never be with those cold and timid souls who know neither victory nor defeat.

John Fitzgerald Kennedy

INTRODUCTION
TEXAS BILINGUAL-BICULTURAL CHILD DEVELOPMENT ASSOCIATE TRAINER PROGRAM

WHAT IS A BILINGUAL-BICULTURAL CHILD DEVELOPMENT ASSOCIATE TRAINER?

To answer this question the Texas Department of Community Affairs, Early Childhood Development Division, spent two years designing and implementing a Bilingual-Bicultural Child Development Associate (CDA) Trainer Program. This final report describes and evaluates this project, focusing on the process of the second year, which took place between October 1977 and August 1978. In addition, the first year's work with Antioch Juarez-Lincoln University will be reviewed in the summary statement. Finally, we will make recommendations for the replication of our model in Part II Academics.

The Texas Trainer Program was part of a larger response to the need for improving programs for Spanish-speaking preschool children in Texas and elsewhere.

The objectives of the program were:

1. To complete and refine a replicable model for training bilingual-bicultural CDA trainers.

2. To train bilingual-bicultural CDA trainers who demonstrate the ability to:

    a. Train CDA candidates to demonstrate the core CDA competencies plus those additional competencies necessary for working with Spanish-speaking children.

    b. Assess bilingual-bicultural preschool programs and train others to do this.

    c. Develop and implement bilingual-bicultural preschool programs, and assist others to do this.

    d. Provide leadership in improving the education of Spanish-speaking preschool children.

3. To provide valid college credit for the CDA trainers who have undergone training.

The principal objective of the program was to develop a model for training bilingual-bicultural trainers. The first year of the Texas Trainer Program was a pilot effort breaking new ground in old territory. (See Graphics Page 6.)

As a pilot effort, it represented a trial and error period and allowed wide variation in the way the program was carried out. Careful attention was given to elements of failure, and when problems arose, they were welcomed as learning opportunities.[1]

In this second year we believe that we have achieved some moderate, if incomplete, success with the Texas Trainer Program Model.

A note of caution: with optimism resulting from this year we urge anyone who is considering following our example to attend to Carol Weiss' observations concerning model programs: "Once a model is developed, it is tempting to think that it can be put into effect on a large scale. This however, calls for the third type of demonstration program, the prototype, which determines whether a model can be applied in a practical setting."[2]

We regret that we are not to have the experience of finishing what we have begun. We are hopeful that someone else will polish our efforts. With this in mind, let us examine how this program came into being.

BACKGROUND

The need for this type of training in Texas was emphasized by the fact that approximately 19 percent of the Texas population is Mexican-American. This ethnic group makes up 36 percent of the population below the poverty level. Mexican-Americans have the greatest educational disadvantage among the various ethnic groups in the state. In one survey,[3] over one-third (34.1 percent) of the total Mexican-American population and over half (53.1 percent) of the Mexican-American poor had four years or less of schooling. In addition, 92.2 percent of Mexican-American poor had less than a high school education.

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[1] Weiss, Carol H., Evaluating Action Programs, Allyn & Bacon, Inc., Boston: 1972.

[2] Ibid.

[3] Poverty in Texas 1973, Texas Department of Community Affairs, Office of Economic Opportunity, p. 49.

Part of the reason for this lack of educational achievement has been the adverse experience of language minority students in English monolingual schools. Although it has been clear for many years that language minority children have difficulty succeeding in English monolingual schools, it was not until the Bilingual Education Acts of 1968 and 1974 were passed that a major effort was made to meet the problem. In Lau v. Nichols (1974) the Supreme Court ruled that failure to provide non-English-speaking students with special instruction to equalize their educational opportunity is a denial of equal educational opportunity under Title VI of the Civil Rights Act of 1964.

Most of the effort to provide bilingual education has been directed through school districts to school-age children. A quick survey of the Title VII Bilingual programs funded in Texas indicates that less than 1 in 5 serve the prekindergarten child. Precise data on the number of preschool children for whom Spanish is the sole or primary language is difficult to obtain. An informal telephone survey of 12 selected Texas Head Start programs revealed that in half of those programs, an estimated 90 percent of the children who enter are primarily Spanish-speaking. The need for sound bilingual-bicultural programs in Head Start is evident.

In response to this need in Texas and elsewhere, the Administration of Children Youth and Families in 1975 began a new national effort in behalf of bilingual children--the Head Start Strategy for Spanish-speaking Children. As part of this strategy, programs have been funded in four areas: staff training, curriculum development, resource networks and research. Staff training is particularly important because training for teachers of bilingual-bicultural preschool children is limited. As a result, two kinds of staff programs have been funded: (1) training bilingual-bicultural CDAs and (2) training trainers of bilingual-bicultural CDAs.

The Administration of Children, Youth and Families awarded a contract to the Texas Department of Community Affairs, Early Childhood Development Division for the development of a bilingual-bicultural CDA Trainer Program during fiscal years 1976-77 and 1977-78. The Department was selected because of its success in developing a CDA training curriculum and in implementing CDA training programs. From 1973 to the Fall of 1978 the Department established a five year track record of training college instructors in the new CDA methodology. Through this training, the term training counselor came into being. The Department has trained instructors for training counselor positions in community colleges and four year institutions throughout the state.

Likewise, we have trained Child Development Specialists from the State Department of Human Resources to be trainers of CDAs. Our

The Texas Department of Community Affairs has been training trainers for CDA since 1973. We have impacted the Child Development Programs at these institutions through close collaboration with the Texas Education Agency, Post Secondary Division and the Texas Department of Human Resources.

workshops began as a result of requests from faculty of the CDA Pilot Institutions. In subsequent summers we made them available to all Community College Child Development faculty members and to Child Development Specialists from the regional offices of the Texas Department of Human Resources.

PROGRAM PHILOSOPHY

The passage of the Bilingual Education Acts of 1968 and 1974 has helped to bring about a major change in educational philosophy, from a rejection or disparagement of other languages to a respect for their validity and their value as mediums for learning. The cultures of their speakers have come to be recognized as forming a valuable part of our national heritage and as occupying an important place in our pluralistic society. It is now recognized that programs must be available in Head Start and other preschool settings that emphasize sound developmental bilingual-bicultural training for language minority children. "A serious program must integrate both languages into all areas of the curriculum in an atmosphere of respect and appreciation for cultural diversity. All this, in turn, must revolve around experiences which are appropriate for each child's developmental stage."[4]

Programs established for bilingual-bicultural children must have competent individuals to implement them. Thus evolved bilingual-bicultural CDA training. The CDA training concept is based on an individual demonstrating specific levels of competence in working with children 3-5 years old. However, the preparation of a bilingual-bicultural CDA training counselor must embody more than training in the core CDA competencies. Two additional competencies necessary for working with bilingual-bicultural children must also be attained:

- comprehending and communicating with children and adults in both Spanish and English, and
- supporting the child's ethnic identity and self-concept by making culture experiences an integral part of the daily program and supplemental activities,

This specialized training must equip the training counselor with skills to enable him/her to prepare CDA candidates to assess bilingual-bicultural programs and assist in the development and implementation of such programs. Finally, the training must focus on personal qualities that would enable the training counselor to provide leadership to pre-school programs and to the community.

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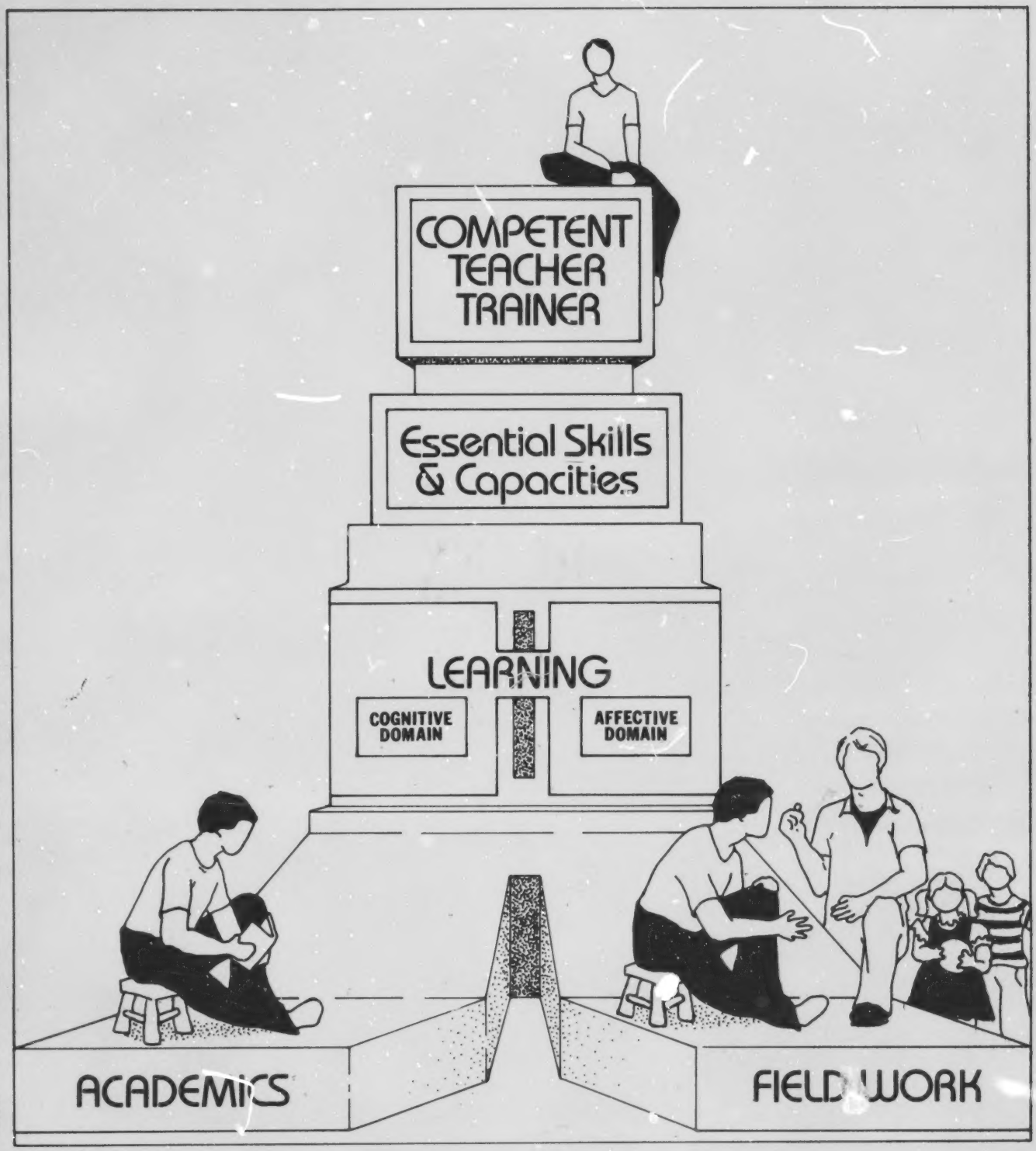
[4]Arenas, Soledad. "Bilingual-Bicultural Programs for Preschool Children," Children Today, Vol. 7, No. 4, 1978.

It has been our continuing philosophy to view the CDA trainer as one who is a competent teacher-educator of adults, as well as children. In order for these individuals to be recognized as competent, we believe that they must possess certain essential skills and personal capacities which enable them to be specialists in the field of bilingual-multicultural early childhood education. They must be able to relate well to other adults, as well as young children. Thus, they apply these skills for training and supervising others in certain knowledge-based areas as well as by examination of and practice with positive values and attitudes. This learning is acquired through the cognitive domain and affective domain in two realms--that of the formal academic training obtained through the university setting and the practical application and experience gained through training others in the field.

The graphic depicts the dual aspects of this program with the academic and field work blending into a body of learning built on a solid foundation of cognition and affect. Progression through the levels of demonstrated, essential skills and personal capacities enables the competent teacher-trainer to emerge as an individual who will continue to be a life-long learner.


COMPETENT TEACHER TRAINER
Essential Skills & Capacities
LEARNING
COGNITIVE DOMAIN
AFFECTIVE DOMAIN
ACADEMICS
FIELD WORK

SELECTION OF THE SUBCONTRACTOR

The Texas Department of Community Affairs, Early Childhood Development Division subcontracted with Antioch Juarez-Lincoln University to implement the 1976-77 program. However, the Department concluded that a second year effort should be subcontracted to a different academic institution to insure objective testing of the first year pilot program and produce a truly replicable model. To select a new subcontractor, the Department developed a set of criteria to evaluate each prospective academic institution. Selection of the subcontractor was based on the following items:

- bilingual-bicultural academic training capacity of the institution;
- quality of staff in both bilingual and early childhood programs;
- previous successful experience in the administration of federal grants and contracts for innovative educational programs;
- quality of available training facilities and resources;
- assurance of academic program flexibility; and
- geographic proximity to cooperating agency.

Six institutions located in the Austin, Edinburg, Kingsville, and San Antonio areas were contacted and surveyed for potential subcontracting. St. Edward's University, a four-year, Catholic, independent, liberal arts university for men and women located in Austin was selected. The educational programs at St. Edward's are fully accredited by regional and national accrediting associations. In 1975 the American Association of Colleges presented its Distinguished Achievement Award to St. Edward's University. The Association singled out the Bilingual-Bicultural Teacher Education Program as being "exemplary" and "significant." Unlike many traditional academic institutions, St. Edward's was also considered flexible enough to allow for individually designed programs integrating academic work and field experience and yet provide valid college credit.

A performance based contract that insured quality academic training was entered into by St. Edward's University and the Texas Department of Community Affairs, Early Childhood Development Division. The performance statements were specified for St. Edward's University in the subcontract and are summarized as follows:

- subcontractor will interview and observe not more than 20 candidates;
- subcontractor will provide training for candidates that meet each of their individual needs;
- subcontractor will be responsible to obtain the services of consultants as needed;
- subcontractor will reimburse candidates, faculty members, and approved consultants for travel expenses incurred for attending program functions;
- subcortractor will be responsible for implementing the field supervision component of the program; and
- subcontractor's performance of work shall be subject to the technical direction of the Department.

Unique to our Texas Trainer Program has been the cooperation between a state agency and a college which had the required academic flexibility. Other distinguishing characteristics of the program were:

- organization of eleven Trainer Competency areas into specific objectives;
- organization of two additional competencies for bilingual-bicultural CDA training counselors based on the CDA competencies previously developed;
- selection of experienced child care personnel who were bilingual-bicultural as student training counselors;
- modular approach to learning; and
- part of a continuing effort to a master plan for improving the quality of Texas child care and preschool programs.

PROGRAM ADMINISTRATION

The organizational structure of the Texas Trainer Program was such that the Department was not simply a flow-through agency for funding. Rather, the Department played a large role in the actual selection of students, design of curriculum and modules and monitoring of academic training sessions and selection of consultants. The Department of Community Affairs, unlike any other state agency, was uniquely qualified in developing and implementing CDA training programs since it funded and administered CDA training programs since January of 1973.

The subcontractor also provided six additional faculty members, most of whom were full-time faculty at St. Edward University. They possessed the needed expertise and agreed to work in the program on an overtime basis. They were responsible for the following instructional components: Bilingual-Bicultural Education, Cultural Anthropology, Folklore, Children's Literature, Art, Teaching English as a Second Language, Spanish for Bilingual Educators, Child Growth and Development, Learning Processes and Evaluation, CDA Competencies, Assessment, Early Childhood Curriculum Language Assessment, and Leadership Training.

SELECTION OF THE ADVISORY BOARD

The Advisory Board was designed to be a working rather than a policy-setting body. The Board was convened by the contractor. The meetings were held at the Texas Department of Community Affairs in Austin, and chaired by the Project Director. Advisory Board members from the 1976-77 program were invited to continue as Board members. Those who declined were replaced with representatives from key organizations which could provide input for program improvement. Board representation was composed of:

- Four directors of Head Start programs with a high percentage of Spanish-speaking children.
- Four parents of children in bilingual Head Start programs.
- One bilingual Head Start Regional Training Officer.
- Four professional representatives in the field of early childhood education and bilingual-bicultural teacher training.
- Two students of the 1976-77 program.
- One Human Services Administrator for a city with a high percentage of Spanish-speaking children.
- Two representatives from the Texas Education Agency.
- One representative from the Texas College and University System Coordinating Board.
- Four ex-officio members representing the subcontractor.
- Two representatives and the Advisory Board Chairman from Texas Department of Community Affairs.

ADVISORY BOARD ACCOMPLISHMENTS

Significant contributions of the Advisory Board were:

- Review of the project as to the appropriateness of content with reference to philosophical premise and instructional methodology;
- Assistance with the recruitment and selection of the student-trainers;
- Obtaining support for the project from the Texas Head Start Directors Association for continuation of the project;
- Assistance with the development of a process that greatly facilitated the reimbursement of travel and per diem expenses to student-trainers; and
- During the second year of the Project, student-trainers who were added to the Advisory Board provided valuable first-hand information on their experiences with the project, both negative and positive, that assisted project staff and the Advisory Board to make determinations on the direction the Project should take.

A roster of Advisory Board members is appended.

RECRUITMENT, SELECTION AND TRAINING OF STAFF

Staff members were recruited from the faculty of St. Edward's faculty. Delayed subcontract signing and minimal amounts of money available for faculty made recruitment of outside personnel almost prohibitive. The consultants listed below were hired to lecture in the following areas, however:

Children's Literature--Dr. Frank Longoria, Foreign Language Department, University of Texas at Arlington.

Early Childhood Development/Teaching English and Second Language--Dr. Gloria Zamora, University of Texas at San Antonio, and Nancy Renfro, Professional Puppeteer and Writer.

Parental Involvement--Ms. Adela Solia, Intercultural Development Research Association, San Antonio.

Stipends for these consultants were paid in part by the project and in part by the Bilingual Resource Center, a federally funded organization that supplies consultant services in the area of bilingulism to the Austin area.

Staff training was an on-going process from the initial planning stages of the program to its completion. Before the program was implemented, a three day workshop for faculty was held. It focused on the dynamics of individualized instruction and on the preparation of a reporting system that would coordinate the instructional and field components. At that time development of a curriculum task analysis began, but remains to be completed.[5] During the course of the project, intermittent staff meetings were held. These were used to provide additional directives to staff, to present overall program plans and to seek input from faculty on the evolving curriculum plan. The highlight of the academic year was a visit from Soledad Arenas, Director of the Head Start Strategy for Spanish-Speaking Children. Ms. Arenas met with the faculty and student trainers to explain the importance of this program. She informed the group that in this model "staff members are learning to train other Head Start staff members in developing bilingual-bicultural programs. They are also being trained to assist Head Start and local education agencies that are implementing such programs.[6]

STAFF ROLES AND RESPONSIBILITIES

The specific assignment of roles and division of responsibilities were discussed and agreed upon with the subcontractor prior to program implementation. Roles and responsibilities were as follows:

Texas Department of Community Affairs, Early Childhood Development Division:

- Project Director, who would provide clarification and delineation of roles and responsibilities to the project staff; insure that project activities conformed to Departmental guidelines and assume ultimate responsibility for the project;
- Project Coordinator, who would be responsible for all administrative aspects of the contract and serve as liason to the subcontractor;
- CDA Specialist, who would monitor the content quality of the CDA training and the field supervision; serve as academic technical advisor; work with the outside evaluation consultant; and present a limited number of faculty training workshops; and
- Administrative Assistant, who would facilitate project activities; coordinate all required documentations; and process fiscal documents.

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[5]Curriculum Task Analysis done by the consultant, Dr. Robert E. Clasen from the University of Wisconsin. Copies are available upon request from E. Caroline Carroll, Texas Department of Community Affairs, P. O. Box 13166, Capitol Station, Austin, Texas 78711.

[6]Arenas, Soledad, "Bilingual-Bicultural Programs for Preschool Children," Children Today, Vol. 7, No. 4, 1978.

St. Edward University:

- Program Director, who would administer the project, negotiate contractual matters and financial arrangements; contract with consultants; enroll and grant credit to participants; chair the St. Edward's advisory committee established to assist the program; and employ faculty for the project;

- Curriculum Coordinator, who would schedule instructional components; make module assignments; schedule staff meetings; arrange for classroom and library facilities; coordinate with the field supervisor; communicate with the Department on curriculum; and coordinate the preparation of the final manuscript for the curriculum; and

- Field Supervisor, who would train and counsel students; coordinate on-site field visits; confer with the curriculum coordinator; observe and evaluate student training counselor's training of CDA trainees and write parts of Field Supervisor's Handbook.

RECRUITMENT AND SELECTION OF TRAINEES

Due to the dalayed signing of the subcontract, the trainer recruitment and selection process was shortened. On December 16th program announcement letters and flyers* in English and Spanish describing the program, eligibility requirements and selection criteria, and containing a notification of interest form were sent to Community Action Agencies, Directors of Head Start Programs, the Texas Migrant Council, Head Start Regional Training Offices, former Texas CDA pilot universities, local schools which have bilingual programs, the Federal Regional Office of Child Development, all community colleges in the state, students enrolled in the 1976-77 program and those applicants not accepted for the 1976-77 program. Upon receipt of a notification of interest form or phone inquiry, project staff mailed application forms* to interested individuals. Personal contacts were also made with Head Start Regional Training Offices and community colleges.

A screening committee was organized to review all applicants. It consisted of four representatives of St. Edward University, one Advisory Board Member, and three representatives from TDCA/ECDD. The screening instrument designed for the 1976-77 program was revised and used again because it effectively reflected whether applicants had 2 - 3 years direct experience of working with preschool children and evidence of coursework in the following areas: early childhood education, child psychology, child development and other courses with emphasis on children. All applicants were ranked as qualified,

*These forms can be found in the Appendix.

marginally qualified, or not qualified. Field site interviews were conducted with the 16 most qualified applicants to further determine the applicants' qualifications, interest, dedication, possible impact, and also if the necessary amount of release time could be granted. After this was completed, the selection committee reconvened to make their final selection of training counselor candidates and to name alternate candidates.

DESCRIPTION OF TRAINEES

Listed below is a brief description of trainees as divided by training site.

Austin Internship Site: Three training counselors were selected from the Austin area. One was employed by the Independent School District and the others by a non-profit daycare center that received funding from Head Start, Title XX and the City of Austin. Both student trainers selected CDA candidates from the non-profit daycare center cited above. By the time of program completion, Austin had four CDA candidates well on their way to developing bilingual-bicultural portfolios.

Corpus Christi Internship Site: An employee of a private, commercial childcare center was selected as a student trainer. Three aides employed by the center were selected as CDA candidates. CDA training with the candidates was done on a daily schedule. All was going very smoothly until the training counselor left the center. After this, very little training was accomplished.

Edinburg Internship Site: The trainer selected was an Early Childhood Migrant Consultant. The two CDA candidates chosen by the trainer were classroom teachers of bilingual preschool children; however, neither of them had an academic background or credentials. The bilingual CDA training done by the trainer was accomplished slowly and purposefully to accommodate the candidates' needs.

El Paso Internship Site: Two student training counselors were selected from the El Paso Head Start Program. Both trainers were teachers of Spanish-speaking classrooms. Five teacher aides were selected as CDA candidates. Both trainers withdrew before the program was completed.

Laredo Internship Site: The student training counselor selected was a teacher with the Laredo Texas Migrant Council Head Start Center. Three CDA candidates were selected from the Community Action Program Head Start Centers. All three candidates were Head Start teacher/directors and had some early childhood background. As a result, the trainer was able to move the candidates through the training process swiftly. Training was completed by the end of August, and a September CDA Assessment was projected for all candidates.

San Antonio Internship Site: The San Antonio area was represented by two training counselors. One was a center director/teacher and owner/operator of a private commercial center. The other was a faculty member of a community college with a CDA Training Program. Both selected two CDA candidates. The Center director was faced with the dilemma that the majority of children in the Center were English-speakers. This was solved by training candidates in the method of Spanish as a second language. The community college faculty member selected candidates from the San Antonio Head Start Program. Training of these candidates proceeded more slowly because they were not identified until midway through the program.

Waco Internship Site: A teacher with the Bilingual Day Care Center in Waco was selected. Two employees of the Center were selected as CDA candidates. A close working relationship with the candidates contributed to a projected October assessment date.

ACCOMPLISHMENTS OF THE CDA BILINGUAL-BICULTURAL TRAINERS

As a result of the student trainers' work with their CDA trainees, a total of 18 CDA candidates were trained. Progress in training in each of the functional areas was orderly, but slow. By the end of August, trainees had progressed through the 13 CDA functional areas* to the following points:

5 trainees - completed training in all 13 functional areas
2 trainees - completed training through Group Management (functional area 13)
4 trainees - completed Physical (area 4)
2 trainees - completed Environment (area 3)
2 trainees - completed Healthy (area 2)
3 trainees - completed Safety (area 1)

STUDENT TRAINER PROFILE

As a result of our two years' experience in selecting, training and assessing student trainers, we have been able to identify those traits and qualifications which are characteristic of the student trainer who has excelled in the Texas Trainer Program. We suggest, then, that the following traits describe the potentially successful student trainer:

--Theoretical knowledge base in child development or early childhood education (at least 12 hours of college credit plus familiarity with educational theory);

--Two to three years of successful experience working with children 3 - 5 years old;

* CDA Competency Standards, Child Development Associate Consortium, Washington, D.C.

--Personal capacities for relating effectively to young children, and the ability to model these capacities for others;

--Bilingual and bicultural with proficiency in the second language;

--Ability to work with adults as evidenced by experience in staff development; and

--Flexibility in work situation so that adequate release time can be given to the training program.

IMPLEMENTATION OF CURRICULUM DEVELOPMENT AND TRAINING BASED ON COMPETENCIES

Through the six years of our experience with the CDA concept, we have discovered that the person who is a training counselor is viewed as a valuable resource in the community and is requested to exercise leadership in improving the welfare of children. Many kinds of different skills are needed. Some skills the individual will already possess - others will need to be acquired. Some individuals will possess adequate knowledge in all the content areas, and others will need much background for adequate preparation as teacher educators.[7]

Some of the competency areas needed by training counselors are:

- Ability in all the CDA competency areas, theoretical understanding and knowledge of early childhood education, broad educational background, practical experience in managing children, ability to model skills;

- Ability in communication skills, including personal responsiveness, cooperative and social skills;

- Ability to work well with center directors, staff members and children as well as with trainees;

- Ability in basic administrative and management skills: leadership, budget and record keeping, planning, coordinating, personnel management, ability to relate to an advisory or policy making board;

- Ability to identify and use resources and media effectively;

- Ability to identify problem areas and apply problem solving skills; and

[7] CDA Child Development Associate Instructional Materials Book 8, Department of Community Affairs, Early Childhood Development Division, Texas: June, 1977, p. 14

- Ability to use teaching skills, including observation and supervising techniques, interviewing, counseling and evaluating skills.[8]

INTEGRATION OF ACADEMIC AND FIELD EXPERIENCES

The curriculum plan was designed with four components: Child Development, Language, Culture and Leadership. For each instructional component specific competencies were established which the student was expected to master. The competencies related to theory, application of theory, and implementation of theory in the field setting. There are instructional modules for each of these components which can be found in Part II Academics.

Field work is basic to any CDA Training Program, as it was for the Texas Trainer Program. It serves to bring together the academic sessions and the assignments for the trainers. Trainers were responsible for extracting concepts and information from the instructional components and for synthesizing and applying these concepts for their trainees.

Field work provides both experience for and supervision of student trainers. Qualified personnel were responsible for supervising student trainers and for providing feedback and suggestions about approaches, content and methods.

The field visits were designed:

1. To observe the trainer interacting with trainees in development of CDA competencies and bilingual competencies;

2. To observe the student trainer interacting with children and thus serve as a model for the CDA trainees;

3. To observe the student trainer in training and modeling for the CDA trainees and to give structured interviews to the student trainee which would include a) recognition of strengths or weaknesses of the trainer in training the trainees, b) written prescription for learning in areas of need, and c) an agreement to complete mutually agreed upon learning activities;

4. To examine carefully the trainer's record keeping methods; and

5. To ascertain formal and informal interactions relating to cultural heritage within the particular community setting.

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[8] CDA Child Development Associate Instructional Materials Book 8, Department of Community Affairs, Early Childhood Development Division, Texas: June, 1977 , p. 10.

Specifics on field internship were also presented during academic training sessions. Several round table discussions were held in which the students had an opportunity to discuss problems, concerns and successes in training their prospective CDA candidates. These sessions helped the students gather new ideas that proved to be useful in their training presentations.

Although there were a number of problems encountered in implementing the program, the most difficult to overcome was that of time. After the contract was signed, only three weeks of lead time was left for planning. In view of the time limitations, it was understandably difficult for the faculty to grasp the nuances of the field component and to develop secure feelings about student evaluation. Better understandings and feelings of security developed during the program implementation.

FLEXIBLE SCHEDULING, INDIVIDUALIZED TRAINING AND COUNSELING

The goal of the project was to develop an appropriate model curriculum. The recommendation was that this curriculum employ individualized and personalized instruction, so that each participant would have some choice in the selection of objectives and activities. According to Houston and Howsam, individualization does not mean that all instruction is oriented toward independent activities. Group, and even mass, instructional processes are viable alternatives; in some cases, they may be the most efficient options.[9] Several factors were influential in leading the faculty to favor a group approach in preference to an orientation toward totally independent activities.

The guidelines given to the university stipulated that the program was to be fifty per cent academic and fifty per cent field-based. Considering the fact that a distance of seven hundred miles separated some sites from others, the amount of time spent in travel by the field supervisor, and the time consumed in travel from the city of residence to the university for the students, the ideal of a field-based program became somewhat limited because of the distance factor--as well as the cost factor. The original intent in selecting such far-flung sites was to extend the impact into every corner of Texas. Such a purpose was meritorious, but difficult.

Another factor that should be noted is that in competency-based education it is assumed that the student will take responsibility for his/her own learning.[10] The participants, as a whole, did not seem to understand this aspect well and, hence, were not as resourceful as might have been expected. The fact that they had access to resource and learning materials for only the short period of time while they were on campus each month, and the dearth of appropriate resources available to them in their own communities, acted as a deterrent to self-instruction except in a limited number of cases.

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[9]Houston, W. Robert and Howsam, Robert B., Competency-Based Teacher Education, Progress, Problems, and Prospects, Science Research Associates, Inc., A Subsidiary of IBM, Chicago: 1972, p. 4.

[10]Ibid.

Since there was the small group of students, there was more opportunity in class sessions for student-teacher interaction, involvement of the students in the learning process, and individualization of learning within the group. The small size of the student trainer group was conducive to the development of reasoning and increased skills, as well as logical and effective expression of ideas, values and attitudes. Goal clarification as well as problem solving opportunities were rich.

Although flexible scheduling was desirable, it proved to be difficult. Since many of the student training counselors did not have all of the expected skills, they needed to attend all of the sessions. Allowances were made, of course, wherever competencies were demonstrated in advance.

AWARDING OF CREDIT

The participants who completed the six courses, three academic and three field-based, and who met the criteria for competency received 12 hours credit for course work and 12 hours credit for field internship.

As the program evolved, two goals became important. One was to train the interns to be specialists, and the other was to move them toward a Master's Degree. A continuing discussion of a full-blown Master's Degree program was carried on. Below are the proposed courses which St. Edward University was willing to provide to enable our students to complete a Master's Degree if additional funding sources can be found. Schools or institutions of higher learning who use this program with a bilingual-bicultural population will want to examine the granting of credit within the context of a Bachelor's or Master's program and the availability of the students for a continuing course of studies leading to a completed degree. TDCA/ECDD/St. Edward University is hopeful that one of the results of this year's experience will be a recommendation from the Texas State Coordinating Board of Colleges and Universities for institutionalizing a Master's Degree in Bilingual-Bicultural Early Childhood Education which is competency-based and 50% internship in the field.

A more thorough discussion and description of the implementation of training, curriculum development, integration between academic and field experiences, and granting of credit will be found in Part II Academics and Part III Field Supervisor Handbook of this series.

PROPOSED DEGREE PLAN

The following four courses and course descriptions were proposed by

St. Edward University as a required additional twelve hours for completion of a Master's Degree:

HSE 377 UTILIZATION OF MEDIA FOR PROFESSIONAL DEVELCPMENT (3377) 3 credits

The course attempts an integration of the principles of teaching, modern methodology, and the utilization of media for use in staff development thrcugh in-service training. There is emphasis upon lesson planning, professional relations, use of instructional material, and evaluation techniques as applied to an in-service program.

HSE 378 BEHAVIOR PATTERNS IN THE YOUNG CHILD (3378) 3 credits

A careful analysis of the varying developmental patterns, learning strengths and weaknesses of the child at each stage of development as the basis for instructional planning for the young child.

HSE 379 THEORY AND APPLICATION OF INSTRUCTIONAL PLANNING (3379) 3 credits

An examination of theoretical structures underlying curriculum considerations and implications of these to processes of curricular planning, development and change for early childhood education.

HSE 388 READINGS IN BILINGUAL EDUCATION (3388) 3 credits

Seminar: a critical analysis of the legal, philosophical, psychological, and curricular implications of Bilingual Education for young children. The course will require the review of a selected bibliography along with reports from individualized research.

Total semester hours: 12

EVALUATION

INTRODUCTION

The evaluation design for the 1977-1978 Texas Bilingual-Bicultural CDA Trainer Program followed the design developed by Jenny S. Liston, Evaluation Coordinator, Early Childhood Development Division, Texas Department of Community Affairs, for the same program from the 1976-1977 year. This comprehensive evaluation design developed both summative and formative evaluation products. It is the purpose of this section to describe the evaluation activities and outcomes of the current contract year.

The remainder of this section reports the instruments and the results used to gather a variety of summative evaluation data in order to describe the quality of the 1977-1978 Texas Bilingual-Bicultural CDA Trainer Program. The first section describes the students' evaluations of each academic class. The second section provides the students' overall evaluations of each of the academic sessions. The next two sections describe the students' opinions of the whole CDA program from two perspectives. The first presents a summary of comprehensive interviews with the students concerning their evaluation of the program and the second represents the students' written responses to an evaluation questionnaire sent out after the program was concluded. The fifth section described the faculty's evaluation of the program as derived from extensive individual interviews with each faculty member. The final section describes the students' employers' evaluation of the program. Concluding remarks are made to summarize and put into perspective the evaluation of the 1977-1978 Texas Bilingual-Bicultural CDA Trainer Program.

ACADEMIC CLASSES - STUDENT EVALUATIONS

The academic classes were defined as those periods of time when the students were on the St. Edwards University campus and were working with one or more faculty members on a specific topic, such as Child Growth and Development, Children's Literature, or Language Assessment. The students were asked to evaluate each of the classes they attended by completing a questionnaire (Form 1A) entitled, "CDA Bilingual-Bicultural Teacher Trainer Program Evaluation of Academic Class" (attached at the end of this section).

The questionnaire asked the students to evaluate the quality of the information presented, the input of the instructor, the resources provided, the physical setting, the impact of the class on the student as a bilingual-bicultural teacher trainer, and an overall reaction to the class and instructor. The students were also invited to comment in an open-ended fashion where appropriate. Twenty-seven classes were evaluated in this manner over the contract year. Not all students turned in evaluations for all classes, but a majority of the students did answer the questionnaire for each class.

Although there are statistics available to minutely describe each of the responses by the students, detailed numerical presentation does not seem appropriate based on this form of evaluation. To suggest that a mean of 4.4 on the "clear on content" scale is truly a meaningful statistic based on nine responses, does not seem to be valuable information that should be presented here. These questionnaires were collected by the faculty members at St. Edwards who were given an opportunity to examine them before they were sent to the evaluators. Clearly this was the greatest use for these instruments as continued improvement throughout the year was noticed in every faculty member's case. A summary of the information gathered by this instrument does seem to be appropriate.

The Cultural Anthropology class was consistently rated over all of the classes as being excellent. Some of the comments made about the class were: "only class to deal with attitudes, changes, cultural conflicts, problem solving"; "fantastic class"; "best class by far - genuine thought occurs"; "gets brain working in a critical way"; and "by far the best class". The Bilingual-Bicultural Education class was also seen as being consistently excellent. Students made such comments as: "wish we could have had more time for interaction"; "one of the best things that has been presented in this program thus far"; "good model of a field sensitive-field independent college teacher - very informational, but relaxed. . . excellent"; and "best class so far". The Assessment class consistently improved, as shown in this quote from one of the last questionnaires: "very good class, enjoy {instructor's} style, very useful and very good presentation". Similar comments were made about the Art class. The Spanish and Folklore classes had varied reactions from the students, but gradually improved during the program. The Language Assessment class

was consistently strong and effective. Quotes like, "as usual an excellent presentation" were typical of the students' evaluations. Organization seemed to be the key factor in the students' evaluations of these classes. The Child Growth and Development class had mixed evaluations at first, but several ending comments summarized the students' feelings at the end of the program: "class very good" and "enjoyed it very much." Although there was some confusion with a guest speaker in one of the Children's Literature classes, the students evaluated the classes throughout the period as very good. Typical quotes were: "very enjoyable" and "extremely relevant." The Leadership Training classes, too, began with varied reactions, but concluded with strong positive evaluations by the students. Sample quotes were: "much more interesting and applicable to reality;" "I suggest more problem solving sessions - these were most interesting and effective;" and "it might have been helpful to some of us to have this at the beginning." The CDA classes were also rated very positively although the students suggested that more time for CDA might have been helpful. The CDA supervisor was seen as being supportive, helpful, and very concerned in the students' growth.

This instrument was developed to be formative to help instructors improve their classes and there is some evidence that they were successful in that manner. Clearly the data suggests that consistent improvement occurred in nearly all of the classes over the program period. This suggests, as most educators believe, that systematic feedback and practical experience in the classroom can help teachers make the instructional process more effective and rewarding to the students. It is hoped that this leads to a better education. If this is true, then maintaining this training model would imply a continuation of formative evaluation which can be given to the instructors to aid them in the improvement of their teaching processes.

ACADEMIC SESSIONS - STUDENT EVALUATIONS

The Academic Sessions were defined as the nine, three and a half day periods of time which the students spent on the campus of St. Edwards University. The monthly sessions included several academic classes which were described in the previous section. Each student was requested to evaluate the overall academic session at the end of each session. This evaluation was completed by filling out the CDA Bilingual-Bicultural Teacher Trainer Program of Academic Sessions (Form I. B. attached at the end of this section). This process began with the April session and the students evaluated each of the five monthly sessions from April through August on this questionnaire.

The students were asked to estimate the value of these sessions in terms of films, resource materials, readings, discussions/problem solving, academic classes, academic counseling, independent activities, sharing, peer tutoring, tapes, direct instruction, and to respond in an open-ended fashion to facilities and the total quality of the month's sessions. Again, as this instrument was developed with formative evaluation needs in mind,

the faculty staff went through the instruments before they were sent to the evaluators. Improvements and various changes occurred based on student input. Although there was consistent variation in response from the students, the pattern clearly indicated general approval of the academic sessions. Numerical statistics do not tell the story as well as the written comments by many of the students. The following quotes form a progression from the April session through the August session: "the room is a problem"; "peer tutoring and discussion have been limited"; "we need more study time"; "we need more CDA time"; "stay an extra day to study"; "not enough study time"; "I feel that the training program could have been more effective if it would have been held during the summer, either spending the entire three months in classes, or the first summer session in class and the second summer session out on the field. The people who were selected for this program have a lot of responsibilities which include jobs, family, and attending school. I for one felt very guilty leaving my class of children two mornings a week, plus the three days for the training session. I felt that I was doing them harm and I could see it in their attitude in school by having substitutes all the time. Another thing that should or could have been included is a stipend, especially if it were held during the summer months. I know that this is something that will help me in the future. I have already lost over $1,000 because of this program from taking off work so much. A program during the summer would also allow for more concentration on studies that is so badly needed." [May] "Cultural Anthropology class outstanding"; "too much free time, especially compared to earlier hectic sessions that didn't have free time"; "the opportunity was there to [go out and gather material] this time"; "classes were excellent"; "individual conferences were also helpful".

In examining the students' evaluations of the overall academic sessions it is clear that the staff attempted to modify the program to suit the students' needs. They were not entirely successful in all cases, simply because not everyone could be satisfied all the time. When some students requested more time, it was provided. Those students appreciated the extra time but others felt they needed more activities to fill that time. As was stated previously, formative evaluation can help the program reach a happy medium to adequately educate the maximum amount of students.

PROGRAM EVALUATION - STUDENT INTERVIEWS

Near the end of the summer each of the students was interviewed by a member of the Early Childhood Development Division Staff. The questions can be reduced to the following three issues:
1) Was the program worth the effort? 2) Would you be able to participate or continue to participate if the program were expanded to a Master's degree program? 3) Will you be able to exercise leadership in bilingual-bicultural education in the future because of this program? The best way

to appreciate the responses of the students to these questions is to supply their comments in an edited form.

1. Was the program worth the effort?

Yes. I have a new job. I am the education coordinator of Texas _____ _____. I got a lot more out of the field work than the academic work. Many of the academic things I have had. This experience sharpened my observation skills and helped me to organize myself.

It was definitely worth it; mainly it helped us realize ourselves with self-activity. Right now it is a question of where to go with all of this information. By digging deeper, I have hopes for myself.

Why do you ask? It was an opportunity to work with a lot of different people. I got some professional training on subjects I already knew. Some of it I went further into. Some of it was very worthwhile. In general I enjoyed it. The resources could have been made more available; however, resources that were available were good and it gave me contact with people in the program as well as other outside resources in the State of Texas. It helped me create a network of people. I know where to go now.

Yes, it was worth it, because I learned so much. I can do my work a thousand times better than before. Because of my problems with language, it has taken me a longer time to assimilate everything. I want to do a lot of extra reading and learn everything I can.

Yes. It has opened job possibilities for me. I will be teaching at {college} the CDA classes and one night course in bilingual at _____ _____ Community College. This program has opened a lot of doors. I had no background in bilingual education and I would like to get a Master's in it. The child development and the children's literature gave me new perspectives for the bilingual child.

Yes. I was very frustrated, but I got the background I needed. Yes, I got fantastic bibliographies for professional growth. I won't know if it was really worth it until I know what percentage of each course relates to my grades. For instance, how does my assignment in art relate to CDA in the field? How do all those pre- and post-tests we took in child development relate to my grade?

I had a hard time finding time to do everything. I found it hard to be a student.

Yes. It was an appropriate time in my life for personal and professional growth. I have the responsibility for staff training and this came at the right time. However, I feel that there was no match in some cases between what was expected by the instructor and what was happening in the field. I believe that a training plan is a must! Also, the freedom to assist our trainees.

2. Would you be able to participate again?

Yes. I would give the personal time, but I would have to check with my employer and yes, I would pay one-third tuition.

Yes. It would be good to get a Master's degree through this program. It is not known if my employer would give me release time. I do not have a job, but I have a chance for one with a Spanish radio station in {a large south Texas city}. Money for one-third of the tuition would be worth it if I have the money. It would cost me much more if I have to redo all these hours.

Yes. I would like to get a Master's degree through this program. I think I could get the release time from my employer.

Being in the program has caused some personal problems. I will need to talk with my husband to see if I can have the time. I don't know about my employers and whether they would let me come again on release time. One-third tuition would be a hardship. I will have to talk with my husband after I know the cost.

I have to ask the question, will we be in class full time? Will there be time to study? Will our time be wasted on evaluation days as it now is? Will we have to pay student activity fees, such as health services and other kinds of deposits? How much money is one-third of the tuition? Yes, my husband would allow me to go to school and yes, my employer would allow me release time.

Yes. My most immediate need is to get my Master's degree. My boss is very supportive; as my employer, he has an immediate need for me to draw up a plan to implement CDA and train aides in the Migrant Program. I'll find the money for the tuition.

{My supervisors} would permit me to continue, I believe. However, I am concerned about conflict with principals from other schools. It has had a bad impact on my marriage. Yes, I would like to get my Master's degree for personal reasons. Yes, my employers would permit me to have release time. No, my husband would not want me to attend.

If I could focus better which is part of the problem, and know exactly where I am going academically, I would like to get a Master's at St. Edwards. Yes, if the board of my day care center is in favor of my attending and will support my endeavors by providing a substitute. With regard to paying tuition, it depends on how costly one-third of the tuition is. I would have to talk to my husband.

3. Will you be able to exercise leadership in bilingual-bicultural education?

Yes. I am exercising leadership now in my summer job with _____ _____ Day Care. And I will exercise leadership in my new job with _____ _____ _____. In the future, I would like to work for a university in teacher training or administer a CDA training program,

or work at the state or national level for ACYF or TDCA.

I hope to exercise leadership through public education. Education via the media such as the Spanish radio station will have an effect on people. I would like to educate the general public. I would like to educate them to understand the reasons behind bilingual education. I would like to be an advocate by using my job and contacts to reach parents to get them to work for bilingual education.

This program has already had an impact on my exercise of leadership. I have a job which will allow me to work with Head Start teachers through upgrading the quality of education going on in the Head Start classroom. I would like to stay in bilingual education for awhile. Then, I would like to work in a state office making policy. Also, I am interested in the college level. I miss working with children in the preschool classroom. I would like to combine working with children in bilingual education and giving workshops in music.

As a bilingual Spanish-speaking person, I am in a position to be a leader. I see I could be a good leader if I have the knowledge. I need more child development background and a teaching certificate. Now that I have citizenship, perhaps I can take my degree from Mexico and get it approved for a teaching certificate in the United States.

Yes. In my department job I do now and in the fall I will be at {college} and I will also be teaching an infant course at _____ _____ Community College.

Yes, I have been given a fantastic background which I use at work. My boss is expecting me to do well. We hope to work with the (- A State Agency -). We want to plan programs in Region I that will carry college credit with Laredo State, Pan American, or Southmost. They want me to train a group of 20 and rotate taking a week or two to supervise these CDA trainees and then give them a week or two to do their work. We want to show that CDA is a good concept. I have grown professionally with this program. I want to be recognized as a bilingual CDA training counselor.

Yes. The school system has invested in me for this purpose. I am concerned with the kindergarten age.

Yes, but I want to exercise leadership for <u>all</u> children, not just Mexican or Chicano children. It has broadened me personally to be involved in the bilingual program. I see this as a step to teaching at the college level. The question is where one can do the most good. I would like to go back to question number 1. . .Was it worth it? I would like to improve the program the following ways:

a. There was so much intensity to the program in the beginning and there was not enough time to study. Now, the last three sessions there has been too much study time and not a balanced amount of academic work. In the beginning I was floating

around not knowing where I was going. I have never been made to understand by what system we will be graded. Motivation factors are involved here.

b. We should have been given a thorough orientation to CDA right at the beginning. It took me six months to get on board and to understand what I was doing with my trainees.

c. Work should be required in a more realistic manner. We should give requirements that are suitable for each one of us.

PROGRAM EVALUATION - FINAL STUDENT ASSESSMENT

The month following the students' last academic session the students were mailed a short evaluation questionnaire. The intent of the questionnaire was to have the student summarize his/her evaluation of the overall program now that it was over and they were back in their home setting. Each student was asked to respond to three questions. The first question was, "Please list three of the most important experiences, rewards, or outcomes you have gained from the Bilingual-Bicultural CDA Trainer Counselor Program Academic Sessions; from the field study." The intent was to have the students narrow in on experiences which stood out in their mind as being important in both the academic and the field setting. The second question was, "If this program was to be continued, please list three areas that could be improved." The third question was, "Please give any other information that you feel would be valuable to the final evaluation." Because this report is being written in September only a few of the students have responded to the questionnaire thus far. The following quotes by question have been edited so as to maintain the respondent's anonymity, but still allow the reader to appreciate the respondent's remarks.

1. Please list three of the most important experiences, rewards, or outcomes you have gained from the Bilingual-Bicultural CDA Training Counselor Program <u>academic sessions</u>.

   As a bilingual-bicultural CDA trainer counselor student, a great reward for me was to meet Mexican-American professors of high caliber. I learned a whole lot during the Academic Training Sessions. I am happy that I had the opportunity to meet competent young bilingual-bicultural teachers in Texas "The 19[illegible]-1978 Bilingual-Bicultural CDAC group."

   The language training portion has been very valuable to me in my own program and personal/professional knowledge; bilingual information and rationale; the cultural perspective - a good thinking experience.

   The program helped me develop myself as a teacher and the other people in the group had a special effect, too. I was able, because of my experiences, to get a job teaching the CDA program in a college.

From the field study:

By having the opportunity to train a Bi/Bi CDA trainee. To a great extent the field supervisor assisted me to become a qualified Bilingual-Bicultural CDA counselor. I feel that by using, analyzing, interpreting and evaluating the CDA materials increases my potential to better my talents as a CDAC. Field training experiences enhanced my teaching capacity and leadership skills.

I learned how to organize a training program for others. I gained respect for others in their respective programs and in dealing with them each individually. I am more organized and learned professional supervisory techniques.

There was the opportunity to be observed and to discuss the problems I had on the field.

2. If this program was to be continued, please list three areas that could be improved.

Allow more time to work with the CDA trainees. At least three hours weekly for CDA training sessions and conduct conferences on training site. Give opportunities to the Bilingual-Bicultural CDAC to participate in workshops.

Leadership training; folklore and cultural values and customs of other cultures.

Eliminate repetition; have set criteria written down for the counselors.

Less academic activities and more workshop activities; less research work requirements; college personnel student reports.

3. Please give any other information that you feel would be valuable to the final evaluation.

To me, the Bilingual-Bicultural Child Development Associate Trainer Program is the most beneficial and interesting experience I had at St. Edwards University. At the present time, it seems to me that there are no job opportunities for Bi/Bi CDA counselors in my town. I will make an effort to use my trainer skills by training personnel who work with Spanish speaking children in a multicultural child care setting. As a result of this program, there will be a pleasant future for qualified bilingual teachers.

The workload for the program was unrealistic for the time frame, regardless of the 40 hour jobs most of us had. Some of the staff at St. Edwards were not properly indoctrinated to the rationale behind the program or CDA. The first two sessions should have been an orientation getting more individual feedback as to what our know-

Less academic activities and more workshop activities; less research work requirements; college personnel student reports.

Work load lessened or more realistic assignment expectations from the students. Better coordination of academic assignments by the faculty.

A) More correlation between CDA training materials and academic work. I found myself having time to do only one and not the other, B) Academic work assignments needed to be more realistic for the time span training covered. Academic assignments were too technical and detailed and entailed hours of work that I found physically impossible to finish, and C) More field supervisors. The field supervisor had to see all twelve of us in one month, and sometimes this became impossible because of our schedules and his.

3. Please give any other information that you feel would be valuable to the final evaluation.

To me, the Bilingual-Bicultural Child Development Associate Trainer Program is the most beneficial and interesting experience I had at St. Edwards University. At the present time, it seems to me that there are no job opportunities for Bi/Bi CDA counselors in my town. I will make an effort to use my trainer skills by training personnel who work with Spanish speaking children in a multicultural child care setting. As a result of this program, there will be a pleasant future for qualified bilingual teachers.

Establish a credential or award or hours or credit to be awarded to students from the beginning of the program.

My main concern was St. Edward's policy for incomplete assignments. Their policy only allows for 45 days to complete the assignments. Once our school year starts and, particularly in my situation where I am beginning a new position, this is a relatively short time to finish the extremely time-consuming activities and assignments the faculty gave us.

The workload for the program was unrealistic for the time frame, regardless of the 40 hour jobs most of us had. Some of the staff at St. Edwards were not properly indoctrinated to the rationale behind the program or CDA. The first two sessions should have been an orientation getting more individual feedback as to what our knowledge was and how to start from our knowledge at the present time and then go forward. There

was some evaluation, but not sufficient to make for a completely individualized program. There was not cohesiveness on some aspects of the program. It was not always possible to get trainees to complete assignments that we were being held accountable for. In some cases, the trainee's reasons were very realistic yet it would throw off the timing and our presentation to St. Edwards was not complete. I think that the CDA training information was very good and valuable to me in my staff training. If this program is continued at any point, I think that it would be good to get a larger amount of theory and CDA methodology digested prior to working with trainees. The Language, Bilingual Education, Cultural perspectives were the best presented courses and had clear expectations. The Early Childhood and Art had good handouts and good resources. The presentations and assignments in some part were undergraduate level. Folklore and Spanish were very limited in their value, in fact, they could have just about have been left out. Children Literature was fun and gave a lot of information and good resources, but was not on a graduate level. All in all, I have gained a lot from this program - the knowledge and contact with other professionals and persons in the field has been very valuable. There is a lot of knowledge I have yet to gain. Maybe this program will give me some direction. A section on bilingual methodology would be very good to include in a future course. Thank you.

There was an excessive amount of work assigned from one meeting to the next which made studying difficult. Perhaps those working a few hours in day care centers could achieve the goals, but for those of us with 8-5 office jobs, it was impossible. I understand that hours need to be required, but these hours cannot be counted towards a Master's degree, which I felt was unfair.

PROGRAM EVALUATION - FACULTY PERCEPTIONS

Near the end of the program each faculty member was interviewed by a staff member of the Early Childhood Development Division. Although a structured interview was conducted, asking each of the faculty members about eight concerns, the interaction during the interview often answered questions before they were asked, or moved into other areas which were important to that faculty member. Therefore, the interviews with each of the faculty members and their answers to the questions listed below are presented in edited form. This should provide continuity and indicate the various perceptions of the faculty members.

1) What were your professional and personal expectations of this program? Were they met? 2) Overall, what do you think of the design of the training program as it now stands: Can it practically do what it sets out to accomplish? 3) What specific problems did you encounter with students or your classes, and how could they have been avoided? 4) What is your assessment of the way academic sessions were integrated with field work? 5) What impact, if any, do you think the students will make in their communities? 6) What, if any, problems did you encounter with your

colleagues, the administration at St. Edwards University, or the Texas Department of Community Affairs? 7) If you had this program to do over again, what would you do differently? 8) If this program were expanded to a 36 hour Master's degree program, how would you change the overall design, the course you taught, the field supervision?

1. What were your professional and personal expectations of this program? Were they met?

Professionally, I expected to put into practice some of the things I like to do. I'm especially interested in competency-based education. This was to be a competency-based program. I am not sure that it is. There was not a lot of teacher input. One gives too much freedom to the students in competency-based education, and then it doesn't turn out the way you expect. On the other hand, you have to be able to do something with the freedom. I think it divides the professionals from the nonprofessionals. I was expecting a competency-based program with modules which had assignments and opportunities to make choices and I won't know until August if the students have made wise choices. Then I will review their materials and grade them. Communication is just not there, but there is <u>good</u> communication with the students when they come on campus. They express their feelings and concerns quite openly. I don't know if it will work or if it's too late to work, but their attitudes have been good from my point of view.

My expectations were that these would be graduate level students. It was an over-expectation. I thought they would be better prepared since they had a bachelor's degree. My personal expectations were that I could enjoy the students and explore new ideas with them instead of having to teach so many basic child development principles. I tried to be a catalyst. I tried to show films, but they are superfluous. Students need time to read or talk in class and there are so many really good films available. However, the students seemed to want straight lectures. They do not study and so my design had to change. My dreams for this program didn't come true.

My professional expectations for the program were to provide a service to meet a need under a structured type system. Any subject matter in any depth would be limited by time. I knew that we would only be able to give an overview. I had a better concept than other faculty members of the time frame and of what the person in the field was to do for the length of the module, being a nine month program.

I expected this to be a true master's level program - that there would be professionalism among the students. No, my expectations were not met. I found, instead, that I would say the response was like an undergraduate who had no personal or professional goals. They do not seem able to come to grips with their role in terms of the total project, that is, the scope, the sequence, understanding of curriculum of child development. My personal expectations were to have

them relate extensively to children in the State of Texas. The time needed to commit to this program to rewrite the whole thing would take three to four months of full time commitment. Drift or fall by the wayside is what has happened to my other duties. I don't look on it as a negative experience, however, and it is certainly needed.

My professional and personal expectations were that it was very big, quite detailed, in fact a gigantic project. One that was not accomplishable. I did what I could. I picked out the most important things, decided how much time I had, but I did not reckon with the ability of the students. The things I chose to teach were covered. If I do it again, I will teach oral children's literature, which is extremely time consuming. One needs four hours at a time for five sessions. I feel very comfortable about what I did. Three had had children's literature but puppets and the Spanish stories, as well as other Spanish literature seemed to be new to these students.

My expectations were nebulous, mainly because of the short notice and the lack of information. There was no indication of the amount of time and planning which would need to be devoted to this project. It sounded interesting to think about bilingualism at an early age. However, until January 3rd, I didn't know who was organizing the program and had not been informed that it was to be a revision of last year's program, and that I would need to give a lot of time and thinking to it. I looked forward to the opportunity to learn from people working in the field of early childhood education for bilinguals, but there has been very little time for interchange among either the St. Edwards' faculty or the agency and faculty.

In my opinion, the agency has to assume the burden of the responsibility for this confusion. They should have made up their minds whom to give the contract to much earlier. It was unrealistic for the agency to expect a good final result from a subcontract when we were given only ten or fifteen days to prepare before the students arrived. It would not have been so chaotic if we had been involved in a similar project before. We know our own fields, but few of us were well enough acquainted with preschool programs to set the objectives for this revised program. If you decide to repeat this program, the agency needs to clearly define their goals and, together with the faculty, decide how these goals are to be met. Given the fact that few bilingual education faculties have personnel trained in early childhood education, the agency needs to take the initiative in determining what concepts and skills should be taught.

During the course of this program, it seems to me that the definition of the "final product" has shifted. At the outset, we seemed to be working toward training CDA's to be mentors to less well-educated workers. Now the goal seems to be to turn out graduate school-quality

professionals. Most of the faculty were uncomfortable with the former goal, and the latter seems to me to be unobtainable, given the scheduling and number of class contact hours.

Returning to the problem of unfamiliarity with the area of early childhood education and the day-to-day needs of preschool personnel, the agency should seriously consider an orientation session to help answer the following questions: How do I approach the course content? What do I select and how do I decide? What to teach and to delete? There has been a definite lack of preparation to do this job.

My professional expectations were that I would get to use the information and expertise of the last couple of years in education and put these to use as a supervisor. Yes, my expectations were met. My personal expectations: I thought it was an opportunity to continue in the field of early childhood education and deepen my experience, my learning, and to observe new situations and establish contact at the state level. The last several months have been rougher than usual, no real, normal social life.

2. Overall, what do you think of the design of the training program as it now stands? Can it practically do what it sets out to accomplish?

I would rather see the students working in such a way as to parallel the integration with a traditional student-teaching program, rather than having a field supervisor and no other faculty aware of what happened in the field. In regard to the academic section, the faculty is practical. If students are able to meet the expectations, have the ability to read, comprehend and would take time to learn, it would be different.

I am in favor of revision along more contemporary lines, rather than traditional. I believe the greatest knowledge is gained in the field. There needed to be recommended ways to assist the students to carry two full time jobs. Their jobs had first priority. Some kind of arrangement should be made so that the student can receive financial assistance and not have to work full time. Then our goals could be carried out with fewer restraints and frustrations.

My major overall comment is that four days a month is inadequate. It is difficult to maintain continuity, difficult to get these students to the level of graduate students.

I like the design. However, more than once a month would be helpful. Wednesday through Saturday every other week with only two week intervals and the program lasting for nine months would make a stronger program.

First, I have serious reservations about a three-day-a-month intensive training program. The academic demands, combined with full time employment make graduate level work out of the question. The innovative approach has not worked well. It looked good on paper, but is

unworkable in practice. I think that granting graduate credit for this program demands that the academic portion be much stronger. Some of the content, particularly in my areas, was very superficial because of time limitations. I strongly recommend a traditional summer school session with the entire summer background preparation followed by a semester of field work.

Second, advance planning should be done. I would recommend a two day workshop for the faculty to orient them to the goals of the program. We need to agree on what did and will happen, what to do, where and when to do it. We need to give people time to talk to each other. We had only a few short meetings. The agency should be aware that faculty members cannot teach four undergraduate courses, then assume the additional task of teaching a graduate course on the side.

Third, the attempt to use Clasen's model was a noble experiment, but a thoroughly frustrating experience. Using a competency-based model requires much more advance planning than traditional classroom approaches. I had doubts about Clasen's method, but we all expended a great amount of energy and good will trying to make it work. Starting all over with a traditional approach was more comfortable for many of us, but switching gears at that point amounted to starting all over.

Finally, it was never made clear to me what elements of last year's program were considered successful and useful, and which were not. We were informed that several things had gone awry with last year's program, and no information was given as to the adequacy of the academic content. (Perhaps this was buried somewhere in the annual report).

Concerning the quality of the students' performance, it is very hard to expect them to apply themselves. Most of the students seem to be capable of doing reasonably good graduate work, but many of them arrive after driving five hours or more, tired, and trying to juggle too many responsibilities at once. They are always exhausted.

It's easy to be critical of a lack of graduate attitudes, but these students are not in a graduate school atmosphere. You can't go to school for three days once a month and get a graduate school education if you are holding down one or more jobs and parenting a family at the same time.

I think the design is okay. I think I would suggest that all of the students be one-half working on the job and one-half time as students. Second, I believe the program should be expanded to about a sixteen to eighteen month period, with the seven months per 24 hours and the next nine months charged with heavy field supervision. I think that in field supervision, yes, what I wanted to accomplish happened, but it is not

a competency program or a competency training plan yet. I wanted them to have the process to do it often. Three or four functional areas is all they have accomplished. All of them need someone continually working with them. The feedback information I get from the students (and I receive a lot of good information from them) is that they need a lot more knowledge of the resources. Some of the assignments seem to be nicky-picky busywork. [Three students] are all in different places and all have different needs. They needed separate, individual assignments. [One student] has had no formal early childhood coursework, but has had all the experience of training others. The others have the knowledge but very little experience in training others, only in working with children. The field work should be more than a once a month situation, so that one can see progress. More time is needed for counseling with the students at the academic sessions. Getting to know the CDA materials and processes, it has taken them six months to really understand how to train their trainees. Orientation and introduction into the CDA concept and use of the CDA instructional materials is needed. A good idea, a way that the field supervisor could model would be to have a CDA trainee (i.e., a CDA candidate) come to class to model for the students. From some observation, they can take examples on how to do exit conferences and actual training. Also it would help them to see the actual documentation in a portfolio. I have yet to see a well-developed portfolio, even though I have provided some guidelines.

As far as the evaluation of curriculum materials, I don't think this has been done in the academic sessions. I think St. Edwards has hit upon most of the areas in a round about fashion. A course which is separate which would evaluate at least three early childhood curricula, such as the SEDL materials, I.D.R.A.'s Amanecer Kit, or the Weikart materials, these could be used in samples with children in a normal setting with the trainee and teacher trying out the ideas. A lot of ground could be covered this way. Academic staff and field supervision should be more coordinated. Directives from TDCA should be given. TDCA's guidelines should be developed for continuous corrdination of the two components. It should be the responsibility of the person in charge of the academic component to coordinate with the field supervisor and faculty. There should be a format for assignments by each of the professors so that this could be shared with the field supervisor. The directives this year weren't clear. Only some of the faculty gave assignments to me. There should be a one-to-one conference between staff members and field supervisors once every two months. If these were planned ahead of time, then the field supervisor could be highly organized in scheduling these converences with faculty and site visits to the students. Once every six to eight weeks the field supervisor should be out in the field doing on-site visits. Then once a month thereafter should be sufficient. There was only one person that showed any interest in working with me. He called at the beginning of every academic session. "I need to be aware of how to make the session relevant to their needs." I attended most of his sessions. His

comments and conferences were helpful to me because of the interest he showed in me and the students. There should be communication, get-togethers, and copies given. As it is, nothing came across. I set up my schedules for the sake of the students. I postponed many sessions until the evening in order to accommodate the students who were training trainees at night. A field supervisor needs to be single and not tied down with a family because this is not an eight to five job. One needs to devote specific time, such as being in Laredo one day and Edinburg the next, which means you may be driving until 9:00 or 10:00 p.m. Four or more hours to drive the distances in Texas is not taken into account. A strong directive needs to be given for the field supervisor and the academic person in charge to get together during the academic sessions.

Yes. Maybe I am sitting in a total program, but I don't see what the field supervisor sees out in the field. This puts me at a disadvantage. I can't see the total program. I think the design is excellent. The facts aren't in yet. I like it. You told us to bring the students up to date, and what the design doesn't state is that you can't lecture or do anything else. It's open; it doesn't say you can do things only one way. It gives the faculty a chance to make some choices.

3. What specific problems did you encounter with students or your classes, and how could they have been avoided?

I feel positive toward the students. We have loaded them with a lot of work. We will have to wait and see what they hand in. I think the teacher's attitude has a lot to do with it. I don't want them to love me or even like me because I am nice. I want them to do well, to learn.

It would be an assumption, and when one makes assumptions, they are not always correct; however, I don't think many of the students are very interested. I think they believe they have their jobs anyway. They know, as a teacher does, that they can close the door and do what they choose and no matter what the principal says, they are not accountable. I think they hope to get their little certificates that they can run their day care centers and do as they please. It goes back to dedication, and the idea of "doing better than I did before; a better job than I had in the past." I really can't make any judgment, but I don't think the students are dedicated. For instance, the design doesn't call for dedication. If there were better communication between the faculty and the field supervisor, maybe they would be more dedicated to doing what we assign in the field. I don't really see being responsible and extending one's knowledge, i.e., the area of dedication. There was a children's art show which I recommended that the students attend. They could have gone Saturday after class before leaving town. It would have given them new ideas on some fresh approaches. Not one went to see the art show. It was just over at a college, easy to get to, but no one showed an interest in the art of children. I don't see that kind of dedication to being a teacher educator, and it is needed if they are going to teach others. Unfortunately,

they are like a lot of other teachers who only go where they have to go because someone required it or because something like money depends on it (like a stipend).

Students are not doing their work. I don't know. I gave them 40 minutes to go to the resource room or the library. They said it was a mere nothing--not enough time to study. It seemed to me they liked to be doing something rather than listening or studying.

The students were interested in what we covered. It could have been better organized so that it would not have been busywork, but a true application of knowledge in the field.

My major problem was in the area of language. Language is the only tool by which a child can learn. These students have a very weak background in language. They do not seem to understand how language and thought development go hand in hand. Another large problem is the variable range of skills of the students. There seems to be a question in competence in reading and writing in some of these students. One example is the students whom one of the instructors was trying to work with in Spanish. She found that the students were very inadequate there, and that their English skills also were not very good. The situation is that it will take years to remedy poor preparation.

These people are good as the teachers of young children. I wonder if they will be good as teachers of adults. It is my personal conviction that they should be models who are financially conservative, shrewd business people, and smart about what is good for young children. They need to be very strong with broad interests, be capable of writing grants (proposals for grants), they should not be average in any way. They should see themselves as important people and not just go off for Brown or Black biases. I, too, am a Chicano, but I was taught to be a broad person and to be strong in the three ways mentioned above. I believe that when one doesn't pay, one doesn't work. I don't like tuition paid programs for this reason. I think cultural and socio-economic status account for having no goals, as well as lack of experience. I believe that some of our students have never had a reason to project far enough ahead in terms of goals, education, and leadership. These students' interests are not clear cut. I wonder if they have ever had to make long-term projections for their future. This causes additional differences for work and the way we think as faculty, that they ought to produce. They have to be tough if they are going to make it. They have to be shrewd; they have to be knowledgeable; they have to be broad-minded.

The awful process of not knowing my real goal, agonizing over how to choose content to be taught in three sessions when I normally have 15 weeks to cover the material was very frustrating.

Some students haven't shown up at class; assignments have been turned in late; I have no hard data on the students. The once-a-month schedule makes continuity difficult. There has been no time to get to know the students or to give them adequate feedback.

I had a question for you: About multicultural orientation where possible - how? I see no problem in providing some theory that would prepare CDAC's to deal with children or workers of other subcultures as well as the Mexican-American and Anglo cultures. Especially in Texas they should be prepared to work with Black children and Black families.

My two fields would certainly include some specific material related to Blacks, and there would be no problem in broadening the scope of introductory modules to make them intercultural, rather than bicultural, in nature. Going beyond this, I think, is unrealistic in terms of time and future work experience. A specific course in cultural anthropology would be a wise addition to the program, if you want an intercultural approach. The other courses could then incorporate specific information related to the other relevant subcultures.

Again, we need at least six weeks lead time to develop a good program. We need a two to four day full-time workshop, and this year we still need time for everybody to be clear about what goals we have and how they fit together in the total program. The field supervisor and the students' input is very necessary, and their degree of professionalism is necessary.

The students were ready to start training at the end of the first academic session. The first three academic sessions should be divided equally between theory classes and field component for introduction and orientation to the CDA concept and materials. The students should not be training CDA's yet in these sessions, but they should be getting on board and getting organized to train. How much time was lost because of the hastiness in asking them to train! They were running scared. Some students didn't see the need for what they were doing and made wrong choices in selecting their trainees. Twelve students is enough for field supervision. Eight would be a good solid number. Six would be more realistic for a project of this size to do a thorough comprehensive job. Two field supervisors would be needed. Divide the students in half and send one person with more flexibility to the extremes (geographically) like El Paso and Brownsville and Laredo, and then have one nearby for the central area, San Antonio, Houston, and Austin.

Not having had prior training with the CDA instructional materials and their use was the reason it took me awhile to understand. The field supervisor should have some kind of inservice training with the system. Alternate ways of using the curriculum can be explored, sometimes using the whole part, other times using only the pre- and post-tests, other times using the objective questions as a pre-test and demonstration questions as a post-test.

Question: How did it help you to use the CDA instructional materials?

It helped in the fact that it gave the training counselor students something concrete to base their training on. It hindered or confused

more training counselors than trainees in that it wasn't set up exactly to match the 13 functional areas. The index: it was a long time before I knew that I was to use the index to assist with the functional areas, then I had a half-hour session on the use of the index and everything was cleared up. There were many degrees of ability in the group. One half of them were ahead of the others and their work with their trainees. Most of the students are very bright people. The whole parent involvement and group management areas were never touched upon because none of the trainees were ready for the training counselor to assist them. Getting the trainees started and then becoming involved with the trainees takes time. It took them so long to get started with their observations and exit conferences. It was about the fourth or fifth session that I came up with a format for documentation. The students asked for a modification to the form they were using. Yet people are creatures of habit, and they didn't revise the forms to suit themselves. The training forms and observation forms as a practical portion of the record-keeping is important. Seeing the students observe a trainee; determine the deficiencies of a functional area; then using the posttest as a pretest to determine their theoretical backgrounds; combining these practices and theories in developing your own training sessions for that functional area; and a post observation; and finally another test...all of this takes skill.

Really, the students are in two programs simultaneously and the field takes precedence because the field supervisor is out there with them on the job. If the faculty understood the CDA better and made their assignments in such a way that the field supervisor could check, a lot more would have happened because I was there. CDA training was good. Faculty assignments that were uncoordinated with CDA did not get done.

I was asked to attend classes so that I would understand the emphasis of faculty assignments and be able to document the CDA work in the field. It's an impossibility to attend all seminars, prepare for my own seminars, and do the field supervision.

4. What is your assessment of the way academic sessions were integrated with field work?

I don't really know how my assignments and the students' choices of assignments have been carried out. I gave some specific assignments which were to be carried out. More communication between the field person and the instructors about specific assignments would help the students carry out [these assignments]. Perhaps each module should have contained a section called Teaching the CDA Trainee. Within this they could make choices and hand in what they had done. I am hopeful that at the conferences in August when there is time for evaluating each one's work, I will see that they have made wise choices in teaching their trainees. However, I am afraid that the children's art show was an indication of a lack of effort and application. The conferences are

going to be specific and I hope to have some kind of response from the field supervisor. I need to have some written evidence of what he has seen. We need something to give us direction. We need group faculty meetings, followed by meetings with the field supervisor. We need a specific direction: "You do this", then we need to meet with each one for lack of faculty meetings, and then individual meetings of faculty and field supervisor. That's the weak link that is missing.

I wish I could go out into the field so that I could integrate the field work with my classes. If there were a way, I would visit at least six students of the twelve.

Here is where you develop the differentiation of academic and CDA skills. CDA skills should be done by the field supervisor, integration with the field. Logistics of separate field supervisor--practically impossible to have the field supervisor supervise other people's assignments. Individually guided instruction is fine. It takes a lot of academic planning with the faculty person, which is better than trying to have the field supervisor attend all the classes. Workshops should be given to prepare for planning. Field supervisor and faculty could then plan together and when assignments are given, faculty could give the assignment sheet to the field supervisor. Here again, part of the nature of field supervisor and faculty calendars is added-on assignments which may not coordinate. When you write up about replication, you had better really get into this.

I have attempted to look at and follow up and have given the field supervisor instructions in order that the process of integration be there. Given this experience, the students should be able to plow their own way. They need to learn what to do and what not to do. Again, language development is the whole picture.

For most of the others, it is not together. Communication is the biggest problem. I believe that we need one hour before and one hour after each academic monthly session to give to the field supervisor information about what we are trying to accomplish. We also need to hear from him whether he sees evidence of application in the field. The faculty and the field supervisor should all be forced to be together. We should hand in to him what we expect for him to look out for. It would be good if we could broaden the program to two or more sessions per month.

The time was too heavily concentrated into the academic sessions in the early portion of the school year. The last three sessions of the summer have lightened up, but the students have not used this time to catch up and it does represent one-third of the time they should have been spending on academic as well as field work. The faculty are not full-time instructors on the project. The students feel they were not treated as college students. The faculty has been reluctantly late in informing students how they would be graded. I think there needed to be

conference time set aside for the faculty including the field supervisor to get together and discuss the student's progress, where they are and how to relate better to them individually in class and in the field. The students do not feel they were treated the same as if the faculty had been working on the program full time. The students didn't see the total picture even after orientation, and the faculty didn't understand CDA. All the faculty should have been present at the first academic session when orientation to CDA was discussed. The start-up time was a problem--much too short. There needs to be a much better orientation to faculty and, once oriented, all working together as a team.

5. What impact, if any, do you think the students will make in their communities?

   I am sure they have talents and interests. Maybe when they are doing their own thing, they will tend to do better than when they are doing other people's things, i.e., academic work.

   Some students will make an impact. They accept what they are doing as preparation for leadership.

   Candidates will make an impact. They will get better assignments on the job as a result of their work here. They will leave us with a better view of bilingual education and deeper involvement in CDA. Being trained as a training counselor will assist them in their roles.

   If they don't do anything else but go home and know that all is not well in areas of curriculum planning, assessment, and areas of their own background, but things are not right for the young bilingual child, they need to be enriched. They need to see themselves as change agents who can put questions in other minds.

   If they leave here on an affirmative note, then I think they will make a long-lasting impact. The group has good potential, if they will only exercise their knowledge. I think this program could, but will not, because of lack of skills. They can't delegate this control over their own lives and because of no money and no skills they will have additional problems.

   A positive one. In fact, they all have each other to pull upon for assistance. A support system has been developed. The three ladies in San Antonio come into contact and help each other out. One has been named director of a project out of Philadelphia. She and others like her will gain recognition as time goes by. Also, several of the students have already been offered positions to do training, or instruct, at the junior college level.

6. What, if any, problems did you encounter with your colleagues, the administration at St. Edwards University, or the Texas Department of Community Affairs?

I can't say I encountered any. I did have a hard time getting started. With the faculty, there were no problems. Your organization - you have been here and worked with us, and you are checking on how we do - that's as it should be. This has been a learning opportunity for me. The evaluations aren't threatening. I will say it hurts my feelings when the students say something I don't want to hear, but I think that we should take a serious look at what is said. It's a way to learn. Once, in another situation, the students said I didn't follow my own calendar. They were right, and I don't give out calendars anymore.

I have had no problems with my colleagues or with the administrator of this program. However, I was not invited to the one Advisory Board meeting. Also, I am one of four members on a committee. We were supposed to get together once a month to discuss student progress, and we haven't.

Overall I felt we had excellent cooperation. Any program of this type makes things more difficult when you have two areas of concern. First, we had to train others. Second, we had to train in a specific way with some formal restraints. We need a longer contract process... some kind of check and balance with the agency. There was a lack of flexibility on the part of the contracting institution. The individuals who represented the agency are always helpful and understanding. Initially, in the early interactions, the Department gave much more specific directions than was needed. The agency envisions one thing; the faculty members envision another. Feedback loops take a beating with the need for revision and implementation. Because of nonoccurring circumstances, restraints were imposed upon us. The administration here at St. Edwards worked very well. If we had the contract again, we need more gear-up time and planning time. It would be advantageous to build into the contract planning time and to build into the contract a committee with planning responsibilities. Leadership is a person, and one person should exercise leadership with the group, and this should be part of the contract. Communication should be spelled out clearly in the contract.

My colleagues' frustration is not understanding the program and the task at hand, and my frustration is not being able to help them. It's process learning for them. I have been trying to bolster as well as attempting to assist them to adapt to a totally new system that is quite different. They had expectations as well as time pressures. The process has not allowed them to give as much as they would have liked, nor enabled me to give perhaps the direction that was needed. TDCA has required too much energy in paper work and time. And they have put a great deal of time into monitoring something which might have been directed toward implementation and problem solving. They have wanted every little tidbit reported. People have a feeling of not being trusted; of being observed at a disadvantage.

Evaluation Data: What is it really saying? All this paper and xeroxing and the students checking on faculty. TRUST.

Send in report on field supervision.

Ask the Evaluation Consultant to get rid of student evaluations. Are interviews and data and our own report made on this kind of data? Final interpretation: show change. Logistics - more distance from TDCA in the future.

No problems. I had access to the agency staff. St. Edwards lacked the forcefulness to get together to meet. It would have only taken a little time. There was no cohesiveness to the program. I was viewed as an outsider in the field, but not as a faculty member within the group. We needed a team approach.

7. If you had this program to do over again, what would you do differently?

Be more prepared at the beginning. We needed a list of specific learning objectives that fit each course, a flow chart to show how the whole program is laid out. We need to define categories of learning with their appropriate categories of objectives. Then the instructors can add or delete to their liking. I think a more thorough selection of total program design, such as beginning to end, which would stress the most important aspect from each course: a workshop stressing this flow with these things. I suggest that the faculty be asked what kind of direction they want and from whom. Leave it to the faculty to decide who the person in the field will be and how to work carefully with each instructor. If we planned the kind of things we want to happen, it wouldn't be passing in the hall and not sitting down and never getting written proof. Time in the field is not worthwhile if continual responses for evaluation is missing.

First, I would get the students earlier. The contract was not completed soon enough to allow adequate time. I would have them sign a paper when they applied to indicate that they have release time from their jobs. Second, knowledge of where to take them on in their level of development. They are frantic when we give them so much stuff to take care of. And I say if they can't cope with it, then they shouldn't apply. We should have more carefully screened students. There should have been some kind of competency entrance test. Faculty should have given basic expectations to the students. Students should have had time to read some easy books to meet these prerequisites. The students got into the program too easily. Their actual knowledge does not match with the graduate level requirements and expectations.

An unrealistic expectation for how often faculty could meet was imposed by the agency. Faculty are not used to more than one hour meetings. Also, the advisory council should have been a working group with a feedback loop control. They should have helped to define the program. Second, they were used as a sounding board, but not as an advisory board. We should have used their expertise in the field where feasible.

Redesign the time. Redesign the criteria for acceptance. Have a longer selection period. Check the students' backgrounds much more carefully. Focus on a single geographic area. Supervise the control group. Study the impact. Austin would make a good site. I believe we could revolutionize the city. There should be orientation for staff and faculty. Part of the faculty should have this program as their regular load. It should be an ongoing program--summer, spring, and fall. Evaluation should use a different method. If the students are given money, have them pay part of their tuition. A group of consultants should be used for responding to the curriculum design. Probably a group of consultants should give a curriculum workshop. They should design the competencies necessary based on their expertise. Less TDCA monitoring, it should be vastly different. The restrictions were hampering.

I'd lengthen the recruitment time. We didn't have enough time to recruit the students and assess their ability to remain in the program. I would screen more people who applied. I would get more people to apply. I would try to come in contact with better qualified applicants. Also, the selected students should have been interviewed by the committee in person.

There should be two field supervisors. There should be a longer orientation period. The field supervisor should help the training counselors to select their trainees. Maybe there should be correlation of assignments with the field supervisors. Maybe save some of the confusion of having too many classes going on with assignments not coordinated with the field supervision. There should be a full time faculty.

The most frustrating part of all was the evaluation and how the grades were to be given. I would determine in advance how the grades would be given and I would put it in writing.

There should be more field trips for the students. They need to go and see new ideas, especially to see other persons teaching young children who aren't Head Start teachers. Observe teachers who have had other types of training and experiences. These students will need to be administrators as well as real teachers. They need to be on a step higher, at least, than the average elementary teacher, able to work as a master teacher with a unit of teachers under them. Perhaps some of them will become principals. Then they can put this teacher-trainer aspect to use. We need teacher-trainers who are very mature. Strong principals, administrators and teacher-trainers are needed to stay with programs directly affecting children.

8. If this program were expanded to a 36 hour Master's degree program, how would you change the overall design, the course you taught, the field supervision?

Thirty-six hours for a Master's--the time element must be expanded. It needs to be set up like regular college with frequent attendance to class. The whole thing needs to be tightened up as I said before. One of my students was absent last time. She doesn't practice in the field. She doesn't have children with whom to practice and trainees to train. Both she and another student complain, and I have heard too much about the fact that they have too much academic work from all of us, too much work to do at home, on their job, that they didn't have a place to teach kids and the trainees what I assigned. In the design, it's got to be quality work out in the field. They can't come in just to get a degree. Maybe we

should have a course called Teaching CDA Trainees. We have to have this degree arranged in such a way that the assignments and schedules for doing the assignments are in a specified place...just like student teachers, not leaving it up to them to find a place to do their work. They should be in the place and supervised and evaluated. I have had to listen to more than my share of "I can't do this and I can't do that." When they came into the program, I assumed they had a place for field placement. Now I hear, "We can't. We don't." But they did sign agreements, didn't they? I asked them all to bring back a lot of samples of children's art work, so that we could determine products appropriate for age and phase of development of a child. I told them to teach and try out the same thing, doing it one way and then another; to make comparisons, and bring it in to me. Not one has been brought in. Not one has brought in any assignment. They are not attending the library. The library has ordered all the books, and they are not being used. I think the students say they do not have enough time, that they need more sources with the option of taking books home. If you are going to give a Master's, make it two summers, full time program. In this way day care placement would be available for those students to work in. With special courses you could take these two summers to complete your degree and have a quality job done of field supervision. This business of long distance is not very good. It's rare to have people to work hard if they are not being checked on. Your run-of-the-mill person is not going to work very hard if he's not going to get caught.

The design as it stands does not give room for choices. I would like for the students to have something for special education. Also, attitudes are important, and some of the students do not have good attitudes. The CDA and child development aspect have matched fairly well, but we presume that they have basic child development background. Now I know that I should have spent at least one half semester as child psychology. The learning processes and evaluation are equally important, as are developmental aspects. The students don't know enough of Piaget, Bloom and Glass. We need to review task analysis and learning processes, conceptual development principles of problem solving. Field work and assignments should have matched better so that one third academic preparation, one third independent study and one third field work was the pattern of integration. The field supervisor should have related better to faculty and attended at least one class and interacted. He should have also invited each faculty person to go with him to at least one place and just see what a field site looks like (in the nearby areas). Also, one hour of lecture, and one hour of interaction, and one hour of required study would have been a better schedule for each classroom session.

If we are going to expand this to 36 hours, this is what we need to do: we need to take the design of this year and alter it for a September through August experience. This credit program gives added cognitive time element. Time has been an enemy this year. A realistic design would provide a period of academic training prior to internship in supervising the training of others. Screening and selection is very important.

Programs should be two summers and one year internship, expanded beyond 10 hours to 45 hours. Evolve into two courses instead of one. Field supervision design to carry out in one concentrated area so that it is manageable.

The course I taught discussed any questions concerning the training the students were doing with prospective CDA candidates and the use of the Texas CDA instructional materials; how to do classroom observations using the CDA Competency Standards and Exit Conferences where the students made recommendations for improvement to their candidates. Developing and implementing training sessions and documenting that information on the Training Counselor's Training Form were also items for discussion.

I think the field supervision should be more coordinated with the assignments that were given during the academic sessions.

I would continue the program as is.

PROGRAM EVALUATION - EMPLOYERS' PERCEPTIONS

After the program was over, the employers of the students were interviewed over the telephone by a staff member of the Early Childhood Development Division. A structured interview was used, asking each of the employers six questions. The responsed from the employers and the questions asked are recorded below.

1. Do you feel that it has been a worthwhile effort overall?

   Very definitely.

   Yes.

   Yes. Involved with special summer program - protective services; work with center in providing training and did an excellent job.

   Mixed feelings -- CDA training is good, but individual performance by trainer suffered.

   Indeed it has.

2. Has it been of benefit to your program in any specific way? If yes, in what way?

It has helped in providing training to teacher aides in pre-kindergarten, kindergarten, and the primary grades. It has also helped identify a training process whereby migrant support staff can receive training that leads toward a credential. We hope to establish a pilot project in cooperation with a junior college to provide training to migrant support staff from local school districts via {the student} that will give college credit and a credential.

Yes. He has given trainees ideas on how to improve their overall performance in the classroom. He has provided specific ways for trainees to include bilingual activities in the classroom for the Spanish-speaking children and also for the other children. He has also provided comprehensive status reports on the training.

Yes. Training of trainees has also affected other staff.

Yes. She worked in providing training for the Center. Special programs with federal monies; benefited with the children. Programs are very pleased with her.

Had hoped it would, but overall staff has not benefited. Two trainees may have benefited, but too hard to tell. Had hoped for better overall effect on Center staff.

Number one: the additional training has helped the teachers become more skilled. Two: She has become a trainer with new responsibilities.

3. Do you notice any changes in your program as a result of ( )'s involvement in the program?

YES. I noticed an immediate change in her attitude once she began training with a competency-based training program. She became very involved with the training because it was measurable and proving beneficial to the trainees.

We now have a bilingual center built around him. He has also moved us two persons further toward meeting the federal mandate.

YES. Training will be comprehensive. He is now the Educational Director for the Center and will develop a comprehensive training plan for all Center child care staff and help them implement the training plan.

Changes are hard to say because programs she was working with are no longer in existence. She did a workshop for day homes, and I hope to see changes in it. There were much better programs in the summer than before.

No.

YES. Teachers are better trained and the children are benefiting from the better teaching.

4. Do you feel that it has been of benefit to ( ) to be involved in this program? If yes, in what way?

Very definitely. My hope is that she will complete a Master's degree.

His participation in the classroom has opened his eyes to the reality of Head Start, i.e., teaching children from different ethnic backgrounds and low income families. He also matured as a result of his involvement with the two trainees, one who had little or no training and the other who had a degree in early childhood education. The contrast between the two helped him immensely.

YES. He is now the Educational Coordinator with the classroom experience and training skills that will be respected by other teachers.

Yes. A growing experience for her. Working with different kinds of people and providing different skills she has learned.

Cannot say because have not really seen results of her work.

She is a very good teacher and her new training job with an advanced degree will help her professionally.

5. Have you encountered any problems as a result of ( )'s involvement in the program? If yes, what kind?

There was a problem of identifying trainees who would be working with children in the summer months, however, we did solve that problem. I do want to express our disappointment that the program did not offer graduate credit for a Master's of Education degree. Both she and I felt that the training was just as important, but her professional career would certainly be enhanced with the obtainment of a graduate degree. I want you to continue to work to see that she can retain as much of her graduate hours should she transfer. As I have already stated, this was my personal disappointment and also a big disappointment to {my employee}.

The only problems were problems that we caused. Problems of scheduling training sessions with the trainees and accessibility to the trainees was a problem because of "somewhat uncooperative" center director.

Not really. There was a small problem when he had to go to Austin twice in the same month, but that issue was easily resolved.

No.

She did become very involved with the training, but at the expense of her other regular responsibilities.

No problems - she was well-organized and did not let her other duties suffer.

6. Based on your experience with this program thus far, would you be willing to recommend this type of staff training to the director of a similar program?

Very definitely. I believe other Regional Service Centers (Education) will benefit from having a trainer like ours in their programs.

YES. Because the training was good and because it was onsite. Will send a letter to that effect for submittal with final report.

YES, definitely.

Yes. Good to someone else in a similar program.

YES. Program is a good idea, but quality is dependent upon individual who will participate. Trainer should report progress to supervisor.

YES, I would.

CONCLUSIONS

Evaluation of such a complex project as The Texas Bilingual-Bicultural CDA Trainer Program is most difficult. As evidenced by the contradictory evaluation data presented in the preceding sections, there are no simple evaluation facts to emerge from this project. Clearly the project had its share of problems. Just as clear is the attempt which various members of the project made to modify or reduce the conflicts as they occurred. There can be no easy answer to the success of this project. A true evaluation of the effectiveness of this program will occur in the future; based on what the students do, based on what the faculty does, and based on what others do in replication attempts. Some comments do seem to emerge which can generally be agreed upon.

The students seemed to enjoy, appreciate, and learn during the academic sessions. They also seemed to be frustrated, antagonistic, and short-sighted. Each made an attempt once a month to cross from the practical world in which they worked to the academic halls of St. Edwards University. Some were much more successful than others. Certainly their attitudes and their evaluations reflect their own feelings of success. Improvements can always be made, but the students did seem to feel that their experiences were worthwhile and the program was a success.

The faculty, on the other hand, seemed generally frustrated. They felt there was a lack of preparation time before the project began. They were often concerned about the quality of the students they were trying to teach. They were concerned about the lack of cohesiveness of the faculty in conducting the project. They were also concerned with the coordination between the academic and field settings in attempting to meet project goals. Although these may be accurate evaluations by the faculty members, this program presented them with a new and frustrating way to teach graduate students. Instead of meeting with a class of students once or twice a week for a semester, they would meet with their students in a very concentrated time period once a month. This does not allow for many of the mistakes instructors and students make in the process of learning.

The employers seemed quite pleased and, in most cases, impressed with the program based on their students' impact. This type of impact for a program is very gratifying as many academic endeavors never effect or never seem to effect the real world outside of the world of academia.

Certainly the staff of the Early Childhood Development Division of the Texas Department of Community Affairs views the project in a successful manner. A true evaluation of federal funding should be based on the amount of carryover and long-term effect of the program in the future.

On a personal note, this evaluator has observed many of the individuals involved in this program over the last six months, and I have seen much stress involved with the project. I believe that most people concerned with the project evaluate their total efforts as being positive, but frustrating. Most difficult tasks do not allow enough time for one to casually accomplish the impossible. Frustration and stress come from trying to accomplish difficult tasks with very short time lines. One of the key threads in the evaluation of this project was the difficulty of trying to do too much in too little time. In replicating this project in the future, clearly one of the options must be more time at the beginning to develop the program, more time for the students to spend in an academic setting systematically learning the cognitive aspects, more time for the field setting relationship in which the faculty can be more involved, and more time for reflecting and summarizing the results of the project. Overall, most of those involved with this project should feel proud of a difficult endeavor accomplished, if not perfectly, at least prototypically. The foundation is built. It is time for others to take the model and make the best of it.

FORM 1A

This form should be completed by each student at the end of each academic class.

EVALUATION OF ACADEMIC CLASS

DATE: _____

ACADEMIC CLASS: _____

INSTRUCTOR: _____

(Please check the number which best expresses your feelings on each item.)

Great Extent 5		Some Extent 3		No Extent 1
	4		2	

1. The information presented at the class

a.	was well organized	5	4	3	2	1
b.	was interesting	5	4	3	2	1
c.	was clear in content	5	4	3	2	1
d.	was relevant to my needs	5	4	3	2	1
e.	was broad enough in scope	5	4	3	2	1
f.	addressed my specific concerns in that area	5	4	3	2	1
g.	will be useful to me	5	4	3	2	1

COMMENTS: _____

_____

_____

	Highly Agree 5	4	Agree Somewhat 3	2	Highly Disagree 1
2. The instructor of the class					
a. was well prepared	5	4	3	2	1
b. made me feel comfortable and at ease	5	4	3	2	1
c. gave enough opportunity to ask questions	5	4	3	2	1
d. answered my questions satisfactorily	5	4	3	2	1
e. allowed for adequate group interaction	5	4	3	2	1
f. made appropriate use of audio-visuals and other media, where possible	5	4	3	2	1

COMMENTS: _____

_____

_____

	Great Extent 5	4	Some Extent 3	2	No Extent 1
3. Resources (hand-outs, etc.) provided at the class					
a. were appropriate	5	4	3	2	1
b. were adequate in quantity	5	4	3	2	1
c. assisted in making the presentation clear	5	4	3	2	1

COMMENTS: _____

_____

_____

	Great Extent 5	4	Some Extent 3	2	No Extent 1
4. Room arrangements for the class					
a. were appropriate	5	4	3	2	1
b. were adequate in quantity	5	4	3	2	1
c. assisted in making the presentation clear	5	4	3	2	1

COMMENTS: _____

_____

_____

	Great Extent 4	Some Extent 3	Little Extent 2	No Extent 1
5. When considering your role as a Bilingual-Bicultural Teacher Trainer, do you feel that the presentations at the class				
a. were useful to you	4	3	2	1
b. were relevant to your training	4	3	2	1
c. addressed your immediate training concerns	4	3	2	1
d. assisted in preparing you to train your trainees	4	3	2	1

	Great Extent 4	Some Extent 3	Little Extent 2	No Extent 1
e. provided you with materials and resources which you will use in training	____ 4	____ 3	____ 2	____ 1
f. added to your understanding of multi-culturalism	____ 4	____ 3	____ 2	____ 1
g. added to your understanding of the Mexican-American child	____ 4	____ 3	____ 2	____ 1
h. added to your understanding of the Mexican-American family	____ 4	____ 3	____ 2	____ 1
i. enhanced your language skills	____ 4	____ 3	____ 2	____ 1
j. enhanced your communication skills	____ 4	____ 3	____ 2	____ 1
k. enhanced your assessment skills	____ 4	____ 3	____ 2	____ 1
l. enhanced your leadership skills	____ 4	____ 3	____ 2	____ 1
m. enhanced your administrative and managerial skills	____ 4	____ 3	____ 2	____ 1
n. enhanced your interpersonal skills	____ 4	____ 3	____ 2	____ 1
o. assisted you in values clarification	____ 4	____ 3	____ 2	____ 1
p. enhanced problem solving skills	____ 4	____ 3	____ 2	____ 1

6. My overall reaction to the class and the instructor could be described as:

Very Positive 5	Positive 4	Somewhat Positive 3	Somewhat Negative 2	Very Negative 1

RECOMMENDATIONS FOR IMPROVEMENT: _____

_____

_____

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FORM 1B

This form should be completed at the end of the academic session.

EVALUATION OF ACADEMIC SESSION

DATE:_____

We would like to have your impressions on the overall academic session this month. Please check the number which best expresses your feelings on each item.

1. Please rate the following activities on the extent to which they were <u>useful</u> and <u>relevant</u> to your present needs:

	Great Extent 4	Some Extent 3	Little Extent 2	No Extent 1
a. Films	____ 4	____ 3	____ 2	____ 1
b. Resource materials	____ 4	____ 3	____ 2	____ 1
c. Readings	____ 4	____ 3	____ 2	____ 1
d. Discussion/Problem solving	____ 4	____ 3	____ 2	____ 1
e. Academic classes	____ 4	____ 3	____ 2	____ 1
f. Academic counseling	____ 4	____ 3	____ 2	____ 1
g. Independent activities	____ 4	____ 3	____ 2	____ 1
h. Sharing	____ 4	____ 3	____ 2	____ 1
i. Peer tutoring	____ 4	____ 3	____ 2	____ 1
j. Tapes	____ 4	____ 3	____ 2	____ 1
k. Direct instruction	____ 4	____ 3	____ 2	____ 1

COMMENTS:_____

_____

_____

2. Did you feel that adequate resources (materials, references, etc.) were provided?

   a. ___Yes b. ___No

   c. If not, what can be improved?_____

   _____

3. Were you satisfied with the structure of this month's session (i.e., small groups, direct instruction, learning centers, etc.)?

   a. ___Yes b. ___No

   c. If not, what can be improved?_____

   _____

4. Were the session facilities adequate?

   a. ___Yes b. ___No

   c. If not, what can be improved?_____

   _____

5. Were you satisfied with your academic counseling?

   a. ___Yes b. ___No

   c. If not, what can be improved?_____

   _____

6. Did you encounter any significant problems?

   a. ___Yes b. ___No

   c. If yes, please describe:_____

   _____

7. To what extent did this month's session meet your immediate needs as a teacher trainer?

Great Extent	Some Extent	Little Extent	No Extent
4	3	2	1

8. Please use the back to provide any additional comments or recommendations. Thank you.

NEEDS ASSESSMENT OF BILINGUAL CDA TRAINERS

We are trying to determine what your areas of need are in meeting this project's goals of becoming Bilingual-Bicultural CDA Trainers. Please read the items below carefully mark your degree of need, and provide some details to explain your needs more specifically.

Please use the following scale for marking your degree of need and its priority, as you see it, for your training:

0 = Don't consider it necessary for training.

1 = No need; already have knowledge base and/or skills.

2 = Little need; have good knowledge base and.or skills.

3 = Some need; lack necessary knowledge base and/or skills.

4 = Much need; major priority for training.

	Not Necessary	No Need	Little Need	Some Need	Much Need
A. Background Knowledge and Concepts					
1. Learning theories in early childhood, child development. Specifics: _____	0	1	2	3	4
2. Physical and intellectual development of the Chicano child. Specifics: _____	0	1	2	3	4
3. Emotional and social development of the Chicano child. Specifics: _____	0	1	2	3	4
4. Methods and techniques for evaluating the physical, cognitive, social and emotional development of Chicano children. Specifics: _____	0	1	2	3	4

	Not Necessary	No Need	Little Need	Some Need	Much Need
		0	1	2	3	4
5. English and bilingual early childhood curriculum models (e.g. Tucson, DARCEE, SEDL, Bank Street, Weikart, Amanecer, etc.). Specifics: _____ _____ _____.	___	___	___	___	___
6. Language acquisition in young children. Specifics: _____ _____ _____.	___	___	___	___	___
7. Concept of bilingualism. Specifics: _____ _____ _____.	___	___	___	___	___
8. Language usage in the Southwest. Specifics: _____ _____ _____.	___	___	___	___	___
9. Theories of language proficiency and language dominance. Specifics: _____ _____ _____.	___	___	___	___	___
10. Assessment of instruments of language proficiency and language dominance for preschool children. Specifics: _____ _____ _____.	___	___	___	___	___

	Not Necessary	No Need	Little Need	Some Need	Much Need
	0	1	2	3	4
11. Statistical background, geographical considerations and educational needs of the Mexican-American. Specifics: _____					
12. Spanish-speaking groups in the U.S. (Chicano, Cuban, Puerto-Rican). Specifics: _____					
13. The Mexican-American family. Specifics: _____					
14. Historical perspectives of the Mexican-American. Specifics: _____					
15. Customs, traditions, and religion of the Mexican-American. Specifics: _____					
16. Philosophy and theory of bilingual-bicultural education. Specifics: _____					
17. Integrating culture into the early childhood curriculum. Specifics: _____					

	Not Necessary	No Need	Little Need	Some Need	Much Need
		0	1	2	3	4
18. Cultural problems of the Chicano preschool child and how to deal with them. Specifics_____ _____ _____.		0	1	2	3	4
19. Curriculum evaluation (models, preschool, bilingual-bicultural). Specifics:_____ _____ _____.		0	1	2	3	4
20. Staff assessment methods and techniques. Specifics:_____ _____ _____.		0	1	2	3	4
21. Observational techniques and methodology. Specifics:_____ _____ _____.		0	1	2	3	4
22. Developmental stages of the young child at different age levels. Specifics:_____ _____ _____.		0	1	2	3	4
23. Teaching and learning styles. Specifics:_____ _____ _____.		0	1	2	3	4
24. Counseling and interpersonal relations. Specifics:_____ _____ _____.		0	1	2	3	4

	Not Necessary	No Need	Little Need	Some Need	Much Need
		0	1	2	3	4

25. Instructional strategies for bilingual early childhood education.
Specifics: _____

_____

_____

26. List below other areas of need in knowledge base and concepts, and rate the degree of need in each area.
Specifics: _____ 0 1 2 3 4

_____

_____.

B. Activities and Methodology

1. Activities for training CDA trainees in bilingual CDA competencies.
Specifics: _____ 0 1 2 3 4

_____

_____.

2. Assistance in writing a training plan for trainees.
Specifics: _____ 0 1 2 3 4

_____

_____.

3. Activities for the 3, 4, 5, and 6 year old bilingual-bicultural child.
Specifics: _____ 0 1 2 3 4

_____

_____.

4. Assistance in organizing a portfolio.
Specifics: _____ 0 1 2 3 4

_____

_____.

5. Assistance in record-keeping techniques (i.e., logs).
Specifics: _____ 0 1 2 3 4

_____

_____.

	Not Necessary	No Need	Little Need	Some Need	Much Need
		0	1	2	3	4
6. Methodology for implementing training sessions for CDA trainees. Specifics: _____ _____ _____.		0	1	2	3	4
7. Training in the use of observational check-lists to evaluate trainees and children. Specifics: _____ _____ _____.		0	1	2	3	4
8. Methodology for assessing trainees' needs. Specifics: _____ _____ _____.		0	1	2	3	4
9. Supervisory practices and techniques. Specifics: _____ _____ _____.		0	1	2	3	4
10. Assistance in developing goals and objectives based on individually-assessed needs. Specifics: _____ _____ _____.		0	1	2	3	4
11. Techniques for developing lesson plans for trainees. Specifics: _____ _____ _____.		0	1	2	3	4
12. Methodology for evaluating bilingual preschool programs. Specifics: _____ _____ _____.		0	1	2	3	4

	Not Necessary	No Need	Little Need	Some Need	Much Need
		0	1	2	3	4

13. Methodology in designing a support to reinforce training.
Specifics:_____
_____
_____.

14. List other activities which you feel are needed and rate the degree to which these are important for your training program.

C. Resources, Materials and Other Sources

	Not Necessary	No Need	Little Need	Some Need	Much Need
		0	1	2	3	4

1. Audio visual materials providing current information on the development of young children.
Specifics:_____
_____
_____.

2. Current information and materials on teaching preschool children.
Specifics:_____
_____
_____.

3. Bilingual-bicultural books, activities and materials to use with preschool children.
Specifics:_____
_____
_____.

4. Peer input on bilingual-bicultural projects, books and materials used, and training methodology which has been effective.
Specifics:_____
_____
_____.

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	Not Necessary	No Need	Little Need	Some Need	Much Need
	0	1	2	3	4
5. Instruments for assessing CDA competencies of trainees. Specifics: _____ _____ _____.	___	___	___	___	___
6. Information on ways to help trainees get the CDA credential. Specifics: _____ _____ _____.	___	___	___	___	___
7. Bibliography of readings which are specific to bilingual-bicultural early childhood education. Specifics: _____ _____ _____	___	___	___	___	___
8. Information on studies of group organization techniques. Specifics: _____ _____ _____.	___	___	___	___	___
9. Clarification of criteria to be used in assessing the competence of a bilingual-bicultural CDA Trainer. Specifics: _____ _____ _____.	___	___	___	___	___

10. List below other resources or materials needed and rate the degree of need in each area.

D. List, in order priority, approximately five of your most immediate needs for becoming a CDA Teacher. Think of the problems you've encountered in the process of training, and the areas which you have needed assistance. Be as specific as possible. If you feel unprepared in general at this time to be training trainees, state that also and give reasons.

SUMMARY

PROGRAM IMPACT

The Texas Bilingual-Bicultural Training Counsellor Program was, for the Department of Community Affairs, a welcomed opportunity to expand its involvement in institutionalizing CDA training in Texas to include two additional components: formal preparation for CDA trainers and the bilingual-bicultural skill areas.

Through the experiences of the pilot and validating CDA projects of 1972-1977, the Early Childhood Development Division was acutely aware of the need to prepare the instructors and trainers of potential CDA's. Numerous workshops over the years were held for that purpose, reaching hundreds of current and prospective trainers. The division also published guides for trainers. Besides the Trainer Manual to the CDA Instructional Materials, Book 8, of the series, articles by instructors in the CDA Pilots was compiled in A Handful of Ideas.[12] We recognized all along, however, that workshops or manuals alone could not provide the needed background in such areas as: competency-based training, field supervision, assessment skills, to mention a few.

The Department's administration of this Texas Trainers Program, then, has enabled us to design and test a model for "training trainers." This experience has provided the Early Childhood Development Division with additional "tools" to assist programs initiating CDA training programs.

Much the same can be said about what we have gained through our involvement in Bilingual-Bicultural CDA. The Texas Trainer Program's focus on bilingual-bicultural early childhood theory and practice has broadened the knowledge and skill base of division staff called upon to assist child care programs serving Spanish-speaking children. As a result of this program, then, the division will be utilizing aspects of the teacher-training and bilingual-bicultural design and process in its ongoing work with institutions, agencies and programs throughout the state. Although ultimate impact of the program cannot be projected, our earlier successes with establishing CDA in Texas makes us very optimistic.

One way to measure the short range effect of the Texas Trainer program is to look at the student training counsellors who completed the first year of the program. A follow-up of first year trainees in August, 1978, gave us information on the benefits the program had for ten responding trainees and the agencies in which they were employed.

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[11] CDA Instructional Materials Books 1 - 8, Texas Department of Community Affairs, Early Childhood Development Division, Texas: June, 1977.

[12] Langham, Barbara, Editor, A Handful of Ideas, Texas Department of Community Affairs, Early Childhood Development Department, Austin, Texas: 1975.

Five of the trainees are now employed full-time in a training capacity: two in community colleges, one with the Department of Human Resources and two with Head Start. Two are center directors; two coordinators in Head Start programs: for social services and parent involvement; three are teachers in Head Start and bilingual pre-school programs.

Six of the trainees went on to complete a Master's Degree; the same number reported that they had job promotions and/or salary increases; others were continuing to work on their Master's.

The former student trainers had this year trained 50 persons preparing for CDA assessment. Yet another had become a CDA Consortium Representative.

One can expect that the rippling effect of trainers reaching CDA trainees who in turn reach others will continue to expand. In March, 1976, there were 125 CDA's in Texas; today nearly 500.

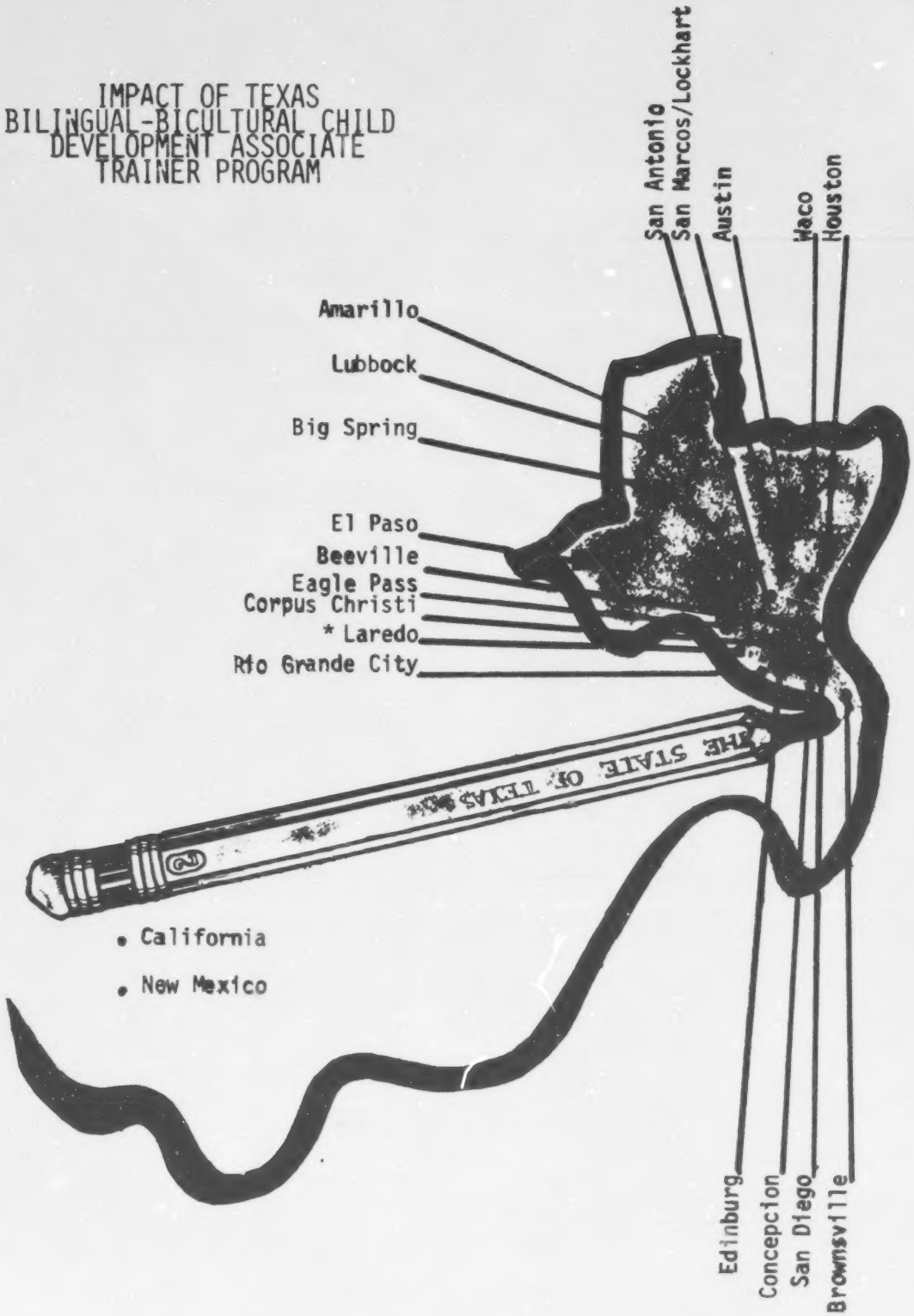
The following graphic illustrates the geographical reach of the two-year Texas Trainer Program. Reports from the Consortium on CDA's from these areas during the next few years will tell the real story on program impact.

CONCLUSION

The replicator of this program should keep in mind the experimental nature of the Model Curriculum for Bilingual-Bicultural Trainers of Child Development Associates, and the fact that we were attempting to design a program that was new, fresh and innovative. It was an attempt to break with the traditional style university program and was designed to reach a far-flung population in the State of Texas.

In spite of its flaws and faculty/student frustration, the program has, we believe, served the purpose for which it was intended. We have trained a cadre of burgeoning trainers who are employed in the "nooks and crannies" of Head Start and other child care programs scattered throughout the state. We believe that the model as it stands may well serve other areas; for example, programs for American Indians and migrant populations. Over the past six years the Department has received requests for information, materials and training and technical assistance from directors of early childhood programs serving migrant and rural populations in Louisiana, Washington State, California, Wisconsin, New Jersey, Illinois, Florida and North Carolina. Requests have also come from the Sioux Tribal Councils of North and South Dakota and Nebraska, from reservations in Wyoming and from areas as disparate as the Virgin and the Aleutian Islands and even Australia. These requests have led us to believe that

IMPACT OF TEXAS BILINGUAL-BICULTURAL CHILD DEVELOPMENT ASSOCIATE TRAINER PROGRAM



*21 Texas Migrant Council sites throughout the state are impacted from Laredo.

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this program may be useful in meeting the training needs of numerous and diverse locations.

However, it should be kept in mind that the program was designed for use in Texas--with its vast distances and geographic differences. We do believe that it can serve as a CDA trainer program model for Indians, various migrant groups, Eskimos, Vietnamese, other Hispanics--for any cultural group, although the potential user will have to tailor the program to the special needs of each population. A third year for completion of design would have enabled us to present a completed model. Further development and refinement is still needed.

Those who would attempt to use this model in an urban setting or a limited geographical area may want to scale down the model with relationship to scheduling. (See discussion of scheduled academic sessions and field work in Part II.)

There is no such thing as an ideal program without flaws--mistakes, sometimes heartaches: but difficulties can become opportunities. Success will come to those whose ingenuity enables them to try new ideas and approaches, whether they be faculty or administration working to bring about change, or students struggling with hardships, family pressures or job responsibilities. From such daring persons sometimes great leaders emerge.

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(ANNOUNCEMENT)

Dolph Briscoe, Governor

COMMUNITY AFFAIRS

BEN F. McDONALD, JR., EXECUTIVE DIRECTOR

December, 1977

TEXAS DEPARTMENT OF

The U.S. Department of Health, Education and Welfare, Administration for Children, Youth and Families has awarded the Texas Department of Community Affairs, Early Childhood Development Division, a contract to train twelve bilingual-bicultural CDA Trainers.

As you probably know, CDA stands for Child Development Associate, a new national program of training and recognizing competent child care givers. Many Texas community colleges are starting to offer training programs for prospective CDA's and Head Start center personnel are being urged to seek CDA training. What is needed are bilingual-bicultural trainers who can help CDA candidates learn how to work with Spanish-speaking children.

Your assistance is needed in locating bilingual-bicultural men and women who have experience in working with preschool children and adults, hold Bachelor's degrees with emphasis in child development or early childhood education and have access to bilingual preschool settings.

Approximately twelve applicants will be selected for a nine-month training program beginning January, 1978. The program will consist of an intensive 4-day session each month and a supervised field experience. Tuition and state per diem will be paid for expenses. Each person will have an individualized plan of study and may earn up to 24 semester hours of graduate credit in bilingual-bicultural education through St. Edward's University in Austin.

If you are aware of such bilingual people, especially those on the staffs of Head Start programs serving Spanish-speaking children or in community colleges with CDA training programs, please forward the enclosed information and notification of interest sheets to them. It is very important that everyone who could possibly qualify be notified.

Also enclosed is a more detailed description of the qualifications the applicants should have. Please post these in a conspicuous place. When we receive the notification of interest forms, we will send each person all necessary paper work needed for application. If you have any questions please address them to:

Jeannette Watson, Director
or Arturo Gil, Project Coordinator
Early Childhood Development Division
Texas Department of Community Affairs
P. O. Box 13166, Capitol Station
Austin, Texas 78711
Phone: (512) 475-5833
Toll Free: 1-800-252-9642

Since the deadline for applications is January 10, 1978, time is of the utmost importance. Your help in locating people for this innovative training program is appreciated.

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MAILING ADDRESS: BOX 13166, CAPITOL STATION AUSTIN, TEXAS 78711
COMMUNITY AFFAIRS BUILDING LOCATION: 210 BARTON SPRINGS ROAD
TELEPHONE: 1-800-252-9642 or 512-475-2431

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

ARE YOU BILINGUAL?

(ANNOUNCEMENT)

WANT TO EARN GRADUATE CREDIT?

WANT TO BE A CDA TRAINER?

If you're on the staff of a Head Start Program serving Spanish-speaking children or a community college with a CDA training program, you may apply for the Bilingual-Bicultural CDA Trainers Program.

CDA stands for Child Development Associate, a new national program of training and recognizing competent child care givers. Many Texas community colleges are starting to offer training programs for prospective CDAs. What is needed are bilingual-bicultural trainers who can help CDA candidates learn how to work with Spanish-speaking children.

A federal grant to prepare bilingual-bicultural CDA trainers has been awarded to the Texas Department of Community Affairs, Early Childhood Development Division, and St. Edward's University, Austin. The trainers will learn how to train CDA candidates in the skills needed to work with preschool children; develop and evaluate bilingual-bicultural preschool programs; and provide leadership in improving the early education of Spanish-speaking children.

Approximately 12 applicants will be selected for a nine month training program beginning January 25, 1978. The program will consist of an intensive 4-day session each month and field experiences. Travel and state per diem will be paid for expenses. Each person will have an individualized plan of study and may earn up to 24 semester hours of graduate credit in bilingual-bicultural education.

Applicants should be bilingual, have experience in working with preschool children and adults, hold a Bachelor's degree with emphasis in child development or early childhood education, and have access to a bilingual preschool setting.

If interested, fill in the form below and mail to: Arturo Gil, Project Coordinator, Texas Department of Community Affairs/ ECDD, P. O. Box 13166, Capitol Station, Austin, TX 78711.

Yes, I am interested in being a bilingual-bicultural CDA Trainer

Name_____ _____

Address_____ Telephone Home_____
Office_____

Bachelor's Degree from (college or university)_____
Specialization: early childhood education_____ child development_____

Presently employed by_____
Access to bilingual children: Yes____ No____

Previous experience (Include position, ages of children, and agency)

_____

_____

Deadline for applying: Jan. 10, 1978 (Any questions: call toll free 1-800-252-9642

THE BILINGUAL - BICULTURAL CHILD DEVELOPMENT ASSOCIATE (CDA) TRAINER PROGRAM

A program in bilingual and bicultural methods for trainers of Child Development Associate candidates. The program leads toward 24 semester hours of graduate work.

(Offered by the Texas Department of Community Affairs, Early Childhood Development Division and St. Edward's University, Austin, Texas, through a Federal contract with the Department of Health, Education and Welfare/ Administration for Children, Youth and Families)

GOALS

This program will train approximately 12 bilingual-bicultural CDA Trainers to:

- Train CDA candidates in the core CDA competencies as well as additional competencies needed in working with Spanish-speaking children;
- Assess bilingual-bicultural preschool programs and train others to do this;
- Develop and implement bilingual-bicultural preschool programs and train others to do this;
- Provide leadership in improving the early education of Spanish-speaking children.

Additionally, the program will:

- Provide graduate credit for the CDA Trainers who complete the program.

COST

Tuition plus state per diem will be paid to offset expenses.

ACTIVITIES

- Academic sessions--lectures, seminars, workshops, and individual counseling
- Supervised field experiences in a child care setting

ELIGIBILITY

You may apply if you are:

- Staff of Head Start Programs with a large percentage of Spanish-speaking children
- Staff from community colleges with a CDA training program which wish to add a bilingual-bicultural component to their CDA training program and can provide this bilingual training to Head Start, day care, or other preschool programs
- Staff of a program similar to the two above such as Migrant, Title VII, bilingual programs, Title XX, Parent/Child Centers, Maria Montessori Schools, etc.

SELECTION CRITERIA

You will be considered for selection if you:

- are bilingual, bicultural
- have experience in working with preschool children and adults
- have potential supervisory and training abilities
- have theoretical knowledge base in child development and early childhood education
- comply with local and state health regulations for persons working with young children
- have completed a Bachelor's Degree with 2.75 grade average on upper division courses.
- are now employed in a bilingual preschool setting or have access to such a setting
- can demonstrate personal qualities that indicate potential for community and school leadership in bilingual-bicultural areas
- have the cooperation of your agency, which entails:
  - release time for academic sessions in Austin
  - permission to use the local agency as a field setting for the application of training
- have made arrangements for taking the Graduate Record Examination if not previously taken

LENGTH OF PROGRAM

The program will last for approximately 9 months. It will involve:

- Training from January 1978 through August 1978. Each semester will permit the Trainer to earn up to 12 semester hours of academic credit for a possible total of 24 semester hours.
- Intensive 4-day sessions each month--scheduled when possible, on the first Wednesday of each month through Saturday noon.

LOCATION OF PROGRAM

- Academic sessions in the Austin area at sites to be designated later
- Field supervision at each Trainer's local child care program (place of employment)

A staff member of St. Edward's University will conduct a once-a-month observation of the Trainer in the field. In addition, both an initial and follow-up visit will be made to each field site of Trainer.

CONTACT

If interested, write: Jeannette Watson, Division Director, Texas Department of Community Affairs/Early Childhood Development Division, or Arturo Gil, Project Coordinator, P. O. Box 13166, Capitol Station, Austin, Texas 78711.

- All applications will be reviewed and ranked, references will be checked, and interviews will be held with applicants when needed. When necessary, travel and per diem will be provided for applicants to come to Austin for an interview.
- Applicants accepted into the program will receive letters of admission and information about the program schedule. Those not qualifying will receive letters of non-admission. A list of alternates will be retained should attrition occur within the first two months of the program.

(ANNOUNCEMENT)

Dolph Briscoe, Governor

TEXAS DEPARTMENT OF COMMUNITY AFFAIRS

BEN F. McDONALD, JR., EXECUTIVE DIRECTOR

January, 1978

MEMORANDUM

TO: Applicants - Bilingual-Bicultural Child Development Associate Trainer Program

FROM: Jeannette Watson, Director
Early Childhood Development Division
Texas Department of Community Affairs

SUBJECT: Application for Program

We are very pleased that you have expressed interest in participating in the Bilingual-Bicultural Child Development Associate Trainer Program. Enclosed are:

1. Registration Form 1 - Application for admission to St. Edward's University
2. Registration Form 2 - Special Registration Form (For St. Edward's Registrar's Office)
3. Registration Form 3 - Three forms for letters of recommendation
4. Registration Form 4 - Child Development Associate Trainer Information
5. Registration Form 5 - A fact sheet about the program
6. Registration Form 6 - CDA Admissions Requirements

Please return:

1. Registration Form 1 - Application for admission to St. Edward's University
2. Registration Form 2 - Special Registration Form
3. Registration Form 3 - Three letters of recommendation
4. Registration Form 4 - Child Development Associate Trainer Information
5. A detailed resume
6. Official transcript of previous college work (can be sent at a later date)

TO: Dr. Glenn E. Hinkle
St. Edward's University
3001 South Congress
Austin, Texas 78704

OTHER INFORMATION REQUIRED

Transcript: You must have an official transcript of your college work sent to St. Edward's.

Because this is a special project, the usual $15.00 application fee will be waived.

A-11

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MAILING ADDRESS: BOX 13166, CAPITOL STATION AUSTIN, TEXAS 78711
COMMUNITY AFFAIRS BUILDING LOCATION: 210 BARTON SPRINGS ROAD
TELEPHONE: 1-800-252-9642 or 512-475-2431

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

Bilingualism: The bilingual aspect of this training program is extremely important. Make sure that your level of competence in Spanish and English is addressed in at least one of your letters of recommendation and on Application Form - 4 entitled Child Development Associate Trainer Information.

Deadline for Application: The deadline for all applications to be in the St. Edward's offices in January 10th (Transcripts can follow at a later date. Deadline for receiving transcript at St. Edward's is January 17th). During the following week, we will make arrangements to interview prospective participants when appropriate. The first academic training session is planned to be in Austin, January 25-28, 1978. We realize that this is a very short time frame, but because of the nature of the funding for this program, we have had to compress the recruitment and application period. We hope that those who are really interested in this program will help us by applying promptly.

Thank you for your interest. We hope to receive your application soon. If you have any further questions, please call Jeannette Watson or Arturo Gil at (512) 475-5833 or toll free at 1-800-252-9642.

CALENDAR OF EVENTS

December 16, 1977	-	Announcement of Program
January 10, 1978	-	Deadline for Applications
January 10-18, 1978	-	On-site Visits of Most Qualified Applicants
January 17, 1978	-	Deadline for receiving transcripts
January 25-28, 1978	-	1st Academic Training Session St. Edward's University Austin, Texas

REGISTRATION FORM - 1

ST. EDWARD'S UNIVERSITY

Austin, Texas 78704

APPLICATION FOR ADMISSION TO CHILD DEVELOPMENT ASSOCIATE TRAINER PROGRAM

DATE _____ Social Security Number

FEMALE _____ |_|_|_|_|_|_|_|_|_|

MALE _____

PRINT: Last Name First Middle

ADDRESS: Number and Street City State Zip Code

DATE OF BIRTH: Month Day Year Telephone Number

PLACE OF BIRTH: City State If not U.S. citizen, indicate country of citizenship: _____

PLACE OF EMPLOYMENT _____ POSITION _____ TELEPHONE NO. _____

1. List in chronological order all colleges and universities attended, degrees earned, and dates of award. Transcripts of each college attended must be filed with the Graduate Office before application is complete.

NAME OF COLLEGE OR UNIVERSITY	DATES OF ATTENDANCE	DEGREE AWARDED AND DATE OF AWARD
	From ____ To ____	
	From ____ To ____	
	From ____ To ____	

2. Are you in school now? _____ If so where? _____

3. List of courses in progress: _____

Undergraduate major _____

4. When did you (or will you) take the Graduate Record Examination?

Month Day Year Score Score Total

5. References: Please name and give the position of the three persons you are asking to fill out the reference forms that accompany this application. We prefer, one academic reference from the college or university where you received your Bachelor's degree, and two professional references from persons working either in CDA or other early childhood programs.

5a.	5b.	5c.
Name	Name	Name
Address	Address	Address
City/State	City/State	City/State
Place of employment	Place of employment	Place of employment
Position	Position	Position
Time known	Time known	Time known

6. Please attach a statement describing your understanding of our program and how your employment could be integrated with the program's structure. Please include in this exposition a description (in general terms at least) of what you plan to accomplish in the term of your enrollment. (See attachment.)

Signature

Date

STATEMENT OF YOUR UNDERSTANDING OF THE
BILINGUAL-BICULTURAL CDA TRAINER PROGRAM
AND HOW YOUR EMPLOYMENT COULD BE INTEGRATED WITH
WITH THE PROGRAM'S STRUCTURE

Registration Form - 2

St. Edward's University
SPECIAL REGISTRATION FORM

NAME: _____ SEX: _____

SOCIAL SECURITY NO.: _____ DATE OF BIRTH _____

PLACE OF BIRTH: _____

DEGREE HELD: _____ DATE AWARDED: _____

INSTITUTION: _____

COURSE BEING TAKEN FOR CREDIT? _____

IF SO, GRADUATE OR UNDERGRADUATE? _____

- -

FOR ST. EDWARD'S USE ONLY

To be completed only if credit is awarded:

Course name and number: _____

Grade: _____

Completion date: _____

Registration Form - 3

ST. EDWARD'S UNIVERSITY CENTER FOR TEACHING AND LEARNING

Letter of Recommendation

Name of Applicant _____

This person, who is applying for admission to the Graduate School, has given your name for a recommendation. We seek your frank opinion concerning the aspects of the applicant you know best. We are particularly interested in comments about the person's (1) intellectual capacity, emotional maturity, involvement with school and community; (2) ability to function in frequently changing situations, pursue work independently; (3) willingness and ability to critically evaluate, as well as be evaluated by, himself and others. Is he a person who should be teaching or counseling children and young adults? It will be helpful if your comments are in terms of the applicant's present potential in addition to past performance.

PLEASE MAIL THIS FORM TO:

Dr. Glenn E. Hinkle
St. Edward's University

3001 South Congress
Austin, Texas 78704

512-444-2621
Ext. 222

Signed: _____

Date: _____

Name: _____

Position: _____

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NOTE: This is one of the three letters of recommendation needed.

Registration Form - 3

ST. EDWARD'S UNIVERSITY CENTER FOR TEACHING AND LEARNING

Letter of Recommendation

Name of Applicant _____

This person, who is applying for admission to the Graduate School, has given your name for a recommendation. We seek your frank opinion concerning the aspects of the applicant you know best. We are particularly interested in comments about the person's (1) intellectual capacity, emotional maturity, involvement with school and community; (2) ability to function in frequently changing situations, pursue work independently; (3) willingness and ability to critically evaluate, as well as be evaluated by, himself and others. Is he a person who should be teaching or counseling children and young adults? It will be helpful if your comments are in terms of the applicant's present potential in addition to past performance.

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Registration Form - 3

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Dr. Glenn E. Hinkle
St. Edward's University

3001 South Congress
Austin, Texas 78704

511-444-2621
Ext. 222

Signed _____

Date: _____

Name: _____

Position: _____

TRAINER INFORMATION

1. Name: _____
(last) (middle) (first)

2. Field Site: _____

_____

3. Date: _____
(Day) (Month) (Year)

4. Permanent Address: (Where you may always be reached)

_____
(Street or Box Number)

_____
(City) (State) (Zip Code)

5. Date of Birth: _____ 6. Age: _____

7. Sex: _____Female _____ Male

8. Marital Status: _____Single _____Separated/ Divorced
_____Married _____Widowed

9. Ethnic Origin: _____Black _____White
_____Mexican-American _____Other

10. a. Do you have children? _____Yes _____No

b. If yes, please list ages: _____

11. Family income level (please check one):

a. Less than $5,000/year _____
b. $5,000 - $10,000 _____
c. $10,001 - $15,000 _____
d. $15,001 - $20,000 _____
e. $20,0001 - $25,000 _____
f. Greater than $25,000 _____

12. Educational Background: Please indicate highest level of education received:

	Credit Hours	Degree Received
a. Community/Junior College		
_____ (Name of School)	_____	_____

		Credit Hours	Degree Received
b.	College/University _____ (Name of School)	_____	_____
c.	Graduate level (Master's or above) _____ (Name of School)	_____	_____
d.	Post Graduate _____ (Name of School)	_____	_____

13. How many college credit hours have you earned in any of the following areas?

a.	Early Childhood Development	_____Hours
b.	Bilingual/Bicultural Education	_____Hours
c.	Assessment/Evaluation	_____Hours
d.	Elementary Education	_____Hours
e.	Curriculum Development	_____Hours
f.	Administration/Management	_____Hours
g.	Child Psychology	_____Hours
h.	Social Work	_____Hours
i.	Other courses with emphasis on Children (specify) _____	_____Hours

14. Have you been certified in any of the following areas?

a.	Child Development Associate	_____Yes	_____No
b.	Teaching Certificate	_____Yes	_____No
	If yes, _____ Elementary or _____ Secondary		
c.	Other professional certificate: Specify: _____	_____Yes	_____No

15. a. Are you presently participating in Head Start Supplementary Training _____Yes _____No

b. If yes, how many hours? _____Hours

16. a. Have you ever participated in Head Start Supplementary Training? _____Yes _____ No

b. If yes, how many hours? _____ Hours

17. What is your present employment status? (Please check one)

a. Not presently employed _____
b. Employed part-time _____
c. Employed full-time _____

18. a. If employed, what is your salary/wage rate? $_____ per_____

b. Hours per week worked? _____Hours

c. Name of Director or Immediate Supervisor?

_____

19. Please give your position/title and a short description of your duties. Include your accessability to a bilingual preschool setting.

_____

_____

_____

20. How did you learn about the Bilingual-Bicultural CDA Trainer Program?

_____

_____

_____

21. What is your present level of language proficiency in Spanish?

	High	Medium	Low
Speaking	_____	_____	_____
Reading	_____	_____	_____
Writing	_____	_____	_____

22. Describe your experience in working with preschool children emphasizing experience in working with bilingual preschool children.

_____

_____

_____

_____

23. Please describe your experience in teaching English as a first or second language to children or adults.

_____

_____

_____

_____

24. Please describe your experience in working with parent groups (e.g. community and parent involvement programs).

_____

_____

_____

_____

THE BILINGUAL - BICULTURAL CHILD DEVELOPMENT ASSOCIATE (CDA) TRAINER PROGRAM

A program in bilingual and bicultural methods for trainers of Child Development Associate candidates. The program leads toward 24 semester hours of graduate work.

(Offered by the Texas Department of Community Affairs, Early Childhood Development Division and St. Edward's University, Austin, Texas, through a Federal contract with the Department of Health, Education and Welfare/ Administration for Children, Youth and Families)

GOALS

This program will train approximately 12 bilingual-bicultural CDA Trainers to:

- Train CDA candidates in the core CDA competencies as well as additional competencies needed in working with Spanish-speaking children;
- Assess bilingual-bicultural preschool programs and train others to do this;
- Develop and implement bilingual-bicultural preschool programs and train others to do this;
- Provide leadership in improving the early education of Spanish-speaking children.

Additionally, the program will:

- Provide graduate credit for the CDA Trainers who complete the program.

COST

Tuition plus state per diem will be paid to offset expenses.

ACTIVITIES

- Academic sessions--lectures, seminars, workshops, and individual counseling
- Supervised field experiences in a child care setting

ELIGIBILITY

You may apply if you are:

- Staff of Head Start Programs with a large percentage of Spanish-speaking children
- Staff from community colleges with a CDA training program which wish to add a bilingual-bicultural component to their CDA training program and can provide this bilingual training to Head Start, day care, or other preschool programs
- Staff of a program similar to the two above such as Migrant, Title VII, bilingual programs, Title XX, Parent/Child Centers, Maria Montessori Schools, etc.

SELECTION CRITERIA

You will be considered for selection if you:

- are bilingual, bicultural
- have experience in working with preschool children and adults
- have potential supervisory and training abilities
- have theoretical knowledge base in child development and early childhood education
- comply with local and state health regulations for persons working with young children
- have completed a Bachelor's Degree with 2.75 grade average on upper division courses.
- are now employed in a bilingual preschool setting or have access to such a setting
- can demonstrate personal qualities that indicate potential for community and school leadership in bilingual-bicultural areas
- have the cooperation of your agency, which entails:
  - release time for academic sessions in Austin
  - permission to use the local agency as a field setting for the application of training
- have made arrangements for taking the Graduate Record Examination if not previously taken

LENGTH OF PROGRAM

The program will last for approximately 9 months. It will involve:

- Training from January 1978 through August 1978. Each semester will permit the Trainer to earn up to 12 semester hours of academic credit for a possible total of 24 semester hours.
- Intensive 4-day sessions each month--scheduled when possible, on the first Wednesday of each month through Saturday noon.

LOCATION OF PROGRAM

- Academic sessions in the Austin area at sites to be designated later
- Field supervision at each Trainer's local child care program (place of employment)

A staff member of St. Edward's University will conduct a once-a-month observation of the Trainer in the field. In addition, both an initial and follow-up visit will be made to each field site of Trainer.

CONTACT

If interested, write: Jeannette Watson, Division Director, Texas Department of Community Affairs/Early Childhood Development Division, or Arturo Gil, Project Coordinator, P. O. Box 13166, Capitol Station, Austin, Texas 78711.

- All applications will be reviewed and ranked, references will be checked, and interviews will be held with applicants when needed. When necessary, travel and per diem will be provided for applicants to come to Austin for an interview.
- Applicants accepted into the program will receive letters of admission and information about the program schedule. Those not qualifying will receive letters of non-admission. A list of alternates will be retained should attrition occur within the first two months of the program.

Registration Form - 6

Bilingual CDA Trainer
ADMISSIONS REQUIREMENTS

1. A Bachelor's degree from an accredited institution
2. Successful completion of the Graduate Record Examination
3. A grade point average of at least 2.75 (4.00 system) on all undergraduate upper division courses
4. Successful completion of St. Edward's University proficiency tests in English, Reading, Spanish and Mathematics
5. Experience in working with pre-school children (3-5 years old)
6. Ability to work with adults as evidenced by experience in staff development
7. Potential supervisory and training ability
8. Theoretical knowledge base in child development or early childhood education (at least 12 hours of college credit plus familiarity with educational theory)
9. Personal capacities for relating effectively to young children and the ability to model these capacities for others
10. Compliance with local and state regulations regarding age and health requirements for persons working with young children
11. Have access to an early child development center with Spanish-speaking children for the purposes of training staff
12. Familiarity with the CDA concept, competency based training and of the CDA competencies including the additional competencies necessary for working with Spanish-speaking children
13. Successful completion and submission of all entrance/application materials
14. Final admission is granted by the CDA advisory committee in the Center for Teaching and Learning based on the applicant's test scores, grade point average, and professional background.

BILINGUAL/BICULTURAL CDA TRAINER PROJECT

Candidate Review: Preliminary Screening

Candidate's name: _____

	Yes	No	Need further information
Required Qualifications			
1. Candidate has a bachelor's degree. (4-22)			
2. Candidate has experience in working with preschool children. (4-22)			
3. Candidate has a theoretical knowledge base in child development and early childhood education. (4-13)			
4. Candidate is presently employed in a bilingual preschool setting or has access to such a setting. (4-19)			
5. Candidate is presently training child care personnel or will be in a position to do so (i.e., will have personnel available for training). (4-19)			
6. Candidate is bilingual (i.e., fluent in Spanish and English). (4-21)			
7. Candidate lives in Texas and is in an area easily accessible by air transportation and/or by car. (4-2)			
Additional Qualifications			
8. Candidate is presently employed in a Head Start Program with a large percentage of Spanish-speaking children. (4/2-4/19)			
9. Candidate is a member of a Spanish-speaking Chicano cultural group. (4-9)			
10. Candidate has experience teaching in a bilingual preschool classroom. (4-19)			
11. Candidate can read in Spanish. (4-21)			
12. Candidate can write in the Spanish language. (4-21)			
13. Candidate has taught English as a first or second language to children or adults. (4-23)			
14. Candidate has a knowledge base of the philosophy and theory concerning Bilingual/Bicultural Education and its application to early childhood education. (4-13b)			

	Yes	No	Need more information
15. Candidate has knowledge of and/or training in CDA. (4-14a)			
16. Candidate has experience working with parent groups (e.g., community and parent involvement programs). (4-24)			
17. Candidate demonstrates personal qualities that indicate potential supervisory and training ability.			
18. Candidate has potential supervisory and training ability.			
19. Candidate has permission for release time to take part in the academic aspects of the program.			
20. Candidate has permission from a local program to use it as a field setting for the application of training. (4-19)			
21. Candidate's application for admission is complete, including an application, resume, official transcripts for all college credit hours and three letters of recommendation.			
TOTAL			
From the information available, do you feel the candidate is qualified for acceptance into the program?			
Do you feel the candidate needs to be interviewed before acceptance into the program?			///// ///// /////

Editor's Note: The numbers in parenthesis after certain line items; i.e., 4-22, 4-13, are cross references to Registration Form 4 entitled Trainer Information. Items were cross-referenced to facilitate the review of the applicant's qualifications by the Student Selection Committee.

UNDERSTANDING OF CREDIT HOURS GRANTED

I, _____, do hereby understand that I
(Name of Trainer)
will be awarded not more than twenty-four(24) credit hours for successful completion of the academic training program and that the number of credit hours transferable to another academic institution would be entirely dependent upon such receiving institution. I also understand that the twenty-four(24) credit hours would entail twelve(12) credit hours for academic instruction and twelve(12) credit hours for field based internship.

_____ _____
(Date) (Signature of Trainee)

_____

_____
(Address)

Original To: Training Institution

Copy To: Trainer

RELEASE TIME AGREEMENT

I, the undersigned, as the administrator of the agency in which _____ is employed, do hereby grant permission
(Trainer)
for released time in an amount not to exceed three(3) working days per month for academic training and a minimum of two(2) hours/week per CDA trainee for training purposes in the trainee's classroom as a condition of said employee's being accepted into the Bilingual-Bicultural CDA Trainer program.

It is agreed that the granting of released time will not have any detrimental effect on the employee's status.

This agreement will terminate on August 31, 1978.

_____
(Date)

_____
(Signature of Employer)

_____
(Title)

_____
(Name of Agency)

_____

_____
(Address)

_____
(Telephone Number)

Original To: Training Institution

Copies To: Employer
Trainer

TRAINING SITE AGREEMENT

I (we), the undersigned, representing _____ agree to let the Bilingual-Bicultural CDA Trainer pilot program use the facilities of this agency to provide field experience for the following trainer: _____ at the following site(s): _____

The field experience will include the following:

1. At least two members of the child care and instructional staff will be permitted to undertake training toward CDA credentialing, under the supervision and guidance of the trainer.

2. The trainer may observe, record and study activities at the site, and write reports based on these observations.

Reports and analysis of bilingual-bicultural activities may be shared with the administration of the training site.

_____
(Name)

_____
(Title)

_____
(Name)

_____
(Title)

_____
(Name of Training Site)

_____

_____
(Address)

A C K N O W L E D G M E N T S

Original To: Training Institution _____
(Trainer)

Copies To: Employer and Trainer _____
(Training Supervisor)

CHILD DEVELOPMENT ASSOCIATE TRAINEE AGREEMENT

I, _____, agree to undertake a program of train-
(Name of Trainee)
ing directed toward my receiving a credential as a Child Development Associate, under the supervision and guidance of _____.
(Name of Trainer)

I will work with the Trainer in assessing my competencies in the various CDA competency areas. We will design and carry out together a training program to strengthen my competencies where needed, and to prepare me for credentialing as a Child Development Associate by the National CDA Consortium.

I agree to maintain all records and materials necessary to apply for credentialing.

_____ _____
(Date) (Signature of Trainee)

_____

_____
(Address)

Original to: Training Institution

Copies to: Employer
Trainer
Trainee

TRAINING SESSION_____ INSTRUCTOR_____
MONTH_____

TRAINING PLAN*

CURRICULUM COMPONENT_____

TRAINER COMPETENCIES	CONCEPTS & INFORMATION PRESENTED	STUDENT PARTICIPATION	ASSIGNMENTS	FIELD WORK INTERFACE	PRODUCT DUE DATE
	MODULE:			CDA TRAINEE:	

*This is a sample which has been reduced to one-page. Developed by TDCA/ECDD & Antioch-Juarez Lincoln Bilingual-Bicultural CDA Training Program, 1977.

1977-78 BILINGUAL-BICULTURAL CDA TRAINER PROGRAM
ADVISORY BOARD

Mr. Guillermo Acosta, Human Services Administrator, Department of Human Development, El Paso, Texas.

Mr. Arnoldo Benavides, Head Start Regional Training Officer, Regional Training Office, Edinburg, Texas.

Dr. Stanton Calvert, Director, Texas College and University System Coordinating Board, Austin, Texas.

Mr. Frank Contreras, Director (alternate Al Guevara), Division of Compensatory and Migrant Education, Austin, Texas.

Ms. Irma L. Cruz, Parent Representative, Child Inc., Austin, Texas.

Mrs. Graciela Estringel, Director, Early Childhood Program, San Diego, ISD, San Diego, Texas.

Ms. Linda Jimenez, Parent Representative, Child Inc., San Antonio, Texas.

Yolanda Molina, Director, Bilingual-Bicultural Training Project, Our Lady of the Lake College, San Antonio, Texas.

Ms. Carroll Parker, Consultant, Occupational Education and Technology, Texas Education Agency, Austin, Texas.

Dr. Albar Pena, Chairman, Division of Bilingual Studies, University of Texas at San Antonio, San Antonio, Texas.

Mr. Pete Quintero, Parent Representative, Child Inc., Austin, Texas.

Mr. John Roberts, Head Start Director, Community Action, Inc., San Marcos, Texas.

Mr. Romeo Sifuentes, Texas Migrant Council, Inc., Laredo, Texas.

Mr. James Strickland, Head Start Director, Child Inc., Austin, Texas.

Maria Torres, Assistant to the President, Texas Southmost College, Brownsville, Texas.

Ms. Aurora Vela, Head Start Director, Laredo-Webb County CAA, Laredo, Texas.

Elida Vidouria, Parent Representative, Child Inc., Lockhart, Texas.

EX-OFFICIO MEMBERS

Dr. Glenn Hinkle, Chairman, Center for Teaching and Learning, St. Edwards' University, Austin, Texas.

Sister Madeleine Sophie Weber, Associate Professor, Child Psychology, St. Edward's University, Austin, Texas.

Sister Marie Andre Walsh, Director, Bilingual Prog[illegible], St. Edward's University, Austin, Texas.

Candelario Huerta, Field Supervisor, Bilingual-Bicultural CDA Trainer Program, St. Edward's University, Austin, Texas.

SPECIAL ACKNOWLEDGEMENTS

Project Director:

Jeannette Watson, Director
Early Childhood Development Division
Texas Department of Community Affairs

Project Coordinator:

Arturo Gil, Project Director for Planning
Early Childhood Development Division
Texas Department of Community Affairs

CDA Specialist and Writer:

Caroline Carroll, Project Director for CDA Training
Early Childhood Development Division
Texas Department of Community Affairs

Administrative Aide:

Pat Herron
Early Childhood Development Division
Texas Department of Community Affairs

Project Secretary:

Peggy Lee Pilgrim-Tovar
Early Childhood Development Division
Texas Department of Community Affairs

Also special thanks to the following Early Childhood Development Division Staff Members:

Bruce Esterline
Assistant Director
Early Childhood Development Division
Texas Department of Community Affairs

Edward J. Jarvis, Jr.
Resource Coordinator
Early Childhood Development Division
Texas Department of Community Affairs

Lori Henderson
Early Childhood Specialist
ECDD/TDCA

Karen Bordelon
Project Director for Child Development Careers
ECDD/TDCA

Debra Keith
Secretary
ECDD/TDCA

Peggy Odell
Secretary
ECDD/TDCA

Barbara Lamb
Typist
ECDD/TDCA

ST. EDWARD'S UNIVERSITY

Project Administrator:

Dr. Glenn Hinkle
Chairman for Center for Teaching and Learning

Curriculum Coordinator:

Sister Marie Andre Walsh
Director, Bilingual Program

Field Supervisor:

Candelario Huerta

FACULTY

Mona Padilla-Hajjar, MA
Glenn E. Hinkle, Ed.D.
Janice Randle, Ph.D.
Walt Smith, Ph.D.
Betty Vaught-Hardy, Ed.D.
Linda Marie Walsh, MA
Sister Marie Andre Walsh, IHM, Ph.D.
Sister Madeleine Sophie Weber, IHM, Ph.D.

SPECIAL CONSULTANTS TO PROJECT:

Dr. Robert Clasen
Curriculum Reviewer

Dr. Martyn O. Hotvedt
Evaluator

Dr. Frank Longoria
Children's Literature

Adela Solis
Parental Involvement

Nancy Renfro
Professional Puppeteer and Writer

Dr. Gloria Zamora
Bilingual-Bicultural Early Childhood Educator

And a most special thanks and congratulations to the FY'78 Project Students:

Amparo Beard
Virginia Cantu
Mary Margaret Contie
Angelina Gutierrez
Jose Lopez
Spencer T. Oldham, Jr.
Dolores Rayas
Ofelia C. Saucedo
Amelia Silva
Cynthia Soto
Robert (Tracy) Weinberg
Angelina Morales